DOCUMENT RESUME

ED 032 322 24 TE 499 916

By-Duvall, Alice; And Others
United States and Canada--Societies in Transition, Grade Five. The TABA Social Studies Curriculum.
San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-5-1314
Pub Date 69
Contract-OEC-6-10-182
Note-294p.; A revision of the fifth grade materials in the Contra Costa County social studies program.
EDRS Price MF-$1.25 HC-$14.80
Descriptors-American History, Cultural Background, Cultural Factors, Economic Development, Environmental Influences, European History, Family Mobility, *Grade 5, *Modern History, Social Change, Social Development, Social Mobility, *Social Studies Units, *Teaching Guides, *Technological Advancement, Western Civilization
Identifiers-Canada, *United States

The technological and cultural changes that have affected the United States and Canada since the 15th century are the subjects of this teacher's guide for a fifth-grade social studies course. Six units are presented: (1) "New discoveries result from the application of previously learned knowledge to the solution of current problems." (2) "The life style of a culture is shaped by the contributions of groups which make up that culture." (3) "Conflict may develop among groups when goals and expectations differ." (4) "A mobile people tend to develop a way of life that differs from that in established communities." (5) "Technological development contributes to the nature and extent of cultural change." (6) "The physical and cultural resources of an area encourage specialization in the use of land." Nineteen behavioral objectives to be mastered during the year and the rationales behind them are given. Also listed are the objectives of the curriculum (grades 1-8) of which this guide is a part, and the 11 key concepts emphasized at all levels of the curriculum. Teaching strategies for cognitive skills, attitudes, feelings, and values are included. (LH)

ED032322

BR 5-1314 Grade V
PA-2X
OE-BR

The TABA Social Studies Curriculum Project

Director: Norman E. Wallen
Associate Directors: Mary C. Durkin, Jack R. Fraenkel

THE TABA SOCIAL STUDIES CURRICULUM

Grade Five—UNITED STATES AND CANADA—SOCIETIES IN TRANSITION

Written by: **Alice Duvall**
Revised by: **Mary C. Durkin, Katharine C. Leffler**
Consultants: James D. Calderwood, University of Southern California
Theodore J. Kreps, Stanford University, Emeritus
John H. Porterfield, Diablo Valley College
Evaluation: Anthony H. McNaughton, Enoch I. Sawin, Norman E. Wallen

This Teacher's Guide is a revision of the fifth grade materials in the Contra Costa County social studies program. The revision was made possible by a grant from the United States Department of Health, Education, and Welfare, Office of Education, under Cooperative Research Project OE-6-10-182. Additional assistance was provided by the Joint Council on Economic Education as part of the DEEP Program and by the Northern California Council on Economic Education.

San Francisco State College, 1969

TE 199 916

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ACKNOWLEDGMENTS

The Taba Curriculum Development Project in Social Studies wishes to thank the administrators and teachers of the following school districts and to acknowledge their extensive contributions to the development and tryout of this Teacher's Guide for Social Studies, Grade Five:

Contra Costa County Department of Education, Floyd I. Marchus, Superintendent.

Antioch Unified School District, Antioch, Cal.; Beaverton School District 48, Beaverton, Oregon; Berkeley Unified School District, Berkeley, Cal.; John Swett Unified School District, Rodeo, Cal.; Lafayette School District, Lafayette, Cal.; Los Altos School District, Los Altos, Cal.; Mt. Diablo Unified School District, Concord, Cal.; Oakley Union School District, Oakley, Cal.; Richmond Unified School District, Richmond, Cal.; San Ramon Valley Unified School District, Danville, Cal.; Walnut Creek School District, Walnut Creek, Cal.

Special thanks are extended to those teachers in the Beaverton and the Berkeley districts who participated in the tryout of the evaluation procedures and to the Berkeley School District for permission to excerpt material from their revision of the Contra Costa Fifth Grade Guide and to the Sausalito Teacher Education Project for permission to excerpt material developed by the 1968 NDEA Summer Institute at San Francisco State College.

Teachers who developed or revised this Guide were:

Charles Blansett
Velma Dowling
Mary Ellen Hicks
Roberta Houston
Thelma Johnson
Shirley Miller
Jeanne Pennell
Irene Schulte
Hugh Smith

The following teachers tried out the Guide, adding their judgment and experiences to the final product:

Harriet Armstrong
Helen Bliss
Lucille Bouche
Lawrence Buttwinick
Frances Courtney
Mozelle English
Barbara Ferguson
Shirley Gordon
John Griffin
Walter Hambleton
Robert Hamilton
Kay Hartman
Claudine Haughton
Wanda Hendricks
Ruby Hockett
Roberta Houston
Susan Hughes
Suzanne Lloyd
Steven Lynch
Shirley Miller
Roger Robinson
Bernice Sias
Laurence Stephenson
Norine Stivers
Lola Trotter
Alice Udall
Gloria Whitsett
Stephen Wilkinson

The project is particularly grateful to the following consultants who gave of their knowledge generously and enthusiastically, making a significant contribution to this particular revision of the Guide:

James D. Calderwood, School of Business Administration, University of Southern California, consultant on economics; Theodore J. Kreps, Stanford University, Emeritus, consultant on economics; and John H. Porterfield, Social Science Department, Diablo Valley College, consultant on geography.

Appreciation is expressed for the financial support provided by the United States Office of Education. Financial assistance was also provided by the Joint Council on Economic Education, DEEP Program, and by the Northern California Council on Economic Education.

Appreciation is also expressed to San Francisco

State College for space and services provided; to Virginia Palmer for her significant contributions in editing the Guide, and to Lucy Forest, Head Secretary, and her staff, Vicki Lindberg, Pauline Napier, and Jean Colbert for their unstinting efforts in producing the Guide.

Finally, we wish to express our deepest appreciation to the late Hilda Taba, whose tireless efforts over a fifteen year period are primarly responsible for this guide and whose leadership provided inspiration to us all.

Norman E. Wallen, Project Director
Mary C. Durkin, Associate Director
Jack R. Fraenkel, Associate Director
Anthony H. McNaughton
Enoch I. Sawin

KEY CONCEPTS IN THIS CURRICULUM

This Teacher's Guide for Grade Five is part of a curriculum developed for teaching social studies in the first through eighth grades. Basic to this curriculum are certain key concepts which represent highly abstract generalizations selected from the social sciences for their power to organize and synthesize large numbers of relationships, specific facts, and ideas.

These key concepts are treated again and again throughout the eight grades. Thus, as the student's own experience broadens and his intellectual capacities develop, the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts.

CAUSALITY

Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted.

Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

CONFLICT

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

COOPERATION

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society is, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

CULTURAL CHANGE

Cultures never remain static, although the context of the change (economic, political, social, and technological), the speed of the change, and the importance of the change, vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication, operating both within and between cultures.

DIFFERENCES

The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

The survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or high intelligence.

INTERDEPENDENCE

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

MODIFICATION

As man interacts with his physical and social environment, both he and the environment are changed.

Man has often exploited his physical environment to his own detriment.

POWER

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

SOCIETAL CONTROL

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment; the specifics of those techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written laws are an attempt to clarify the rules by which society operates and to promote an impartial treatment of its members.

Everyone belongs to many groups with overlapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

TRADITION

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

VALUES

Those objects, behaviors, ideas, or institutions, which a society or an individual considers important and desires constitute values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both non-rational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict; in some societies such conflict is accepted as necessary to the realization of core values.

INTRODUCTORY STATEMENT ON BEHAVIORAL OBJECTIVES AND EVALUATION

BEHAVIORAL OBJECTIVES

The statements of objectives in this curriculum reflect the growing emphasis on expressing objectives in behavioral terms. However, too much insistence on stating objectives strictly in terms of observable and highly specific behaviors may distort the intent of the educator and/or yield lists that are too long to be used effectively.

An attempt was made therefore to reconcile the two points of view so as to have the best of both worlds. Each objective is stated first in terms of observable behavior. Where necessary for full communication of the intent, illustrations of the kinds of specific behaviors desired are included. This procedure was chosen rather than listing all of the possible specific behaviors implied by an objective which would of course, be almost endless. Following each description of behavior is a summary of the rationale for the objective - why it is important, how it is related to other outcomes, and how it can be conceptualized in terms of certain psychological constructs such as *comprehension, comparison, analysis, attitude, feelings, sensitivity,* or *empathy.* The parallel expression of objectives in terms of both behavior and rationale seemed desirable because it is difficult to express certain objectives in terms of specific behaviors only and others appeared incomplete when expressed in terms of constructs without the behavioral component.

At the beginning of the Teacher's Guide a master list of objectives is provided for the entire year's program. At the beginning of each unit abbreviated references to the master list are included to help the teacher identify objectives to be emphasized in teaching that particular unit. It should be emphasized that this list does not exhaust the possible list of objectives for the curriculum. Rather it indicates those considered of primary importance.

The objectives do not contain precise indications of the level of proficiency expected since this will depend in part on the initial level of proficiency or "entering behavior". Thus, the objectives, as stated, are much the same throughout the eight grades, though one would expect increasing levels of "proficiency," if students have studied the curriculum throughout several grades. If, however, the curriculum were introduced for the first time at all grade levels, one would not expect as much difference between say, first and fourth graders. The evaluation exercises provide some guidelines as to "typical" responses of pupils, but in the last analysis, each teacher must set his own expectations.

EVALUATION

Evaluation exercises have been included at various points in this Guide to help teachers and pupils plan appropriate learning experiences and judge the effectiveness with which objectives are being met. The prime function of the proposed evaluation procedures is to help children learn better.

The exercises are designed to supplement and refine the impressionistic judgments that teachers customarily make about changes in their pupils' behavior in the broad fields of knowledge, thinking skills, and attitudes.

Both the content and the form of each exercise vary according to the exercise's location in a unit, but there are common principles underlying the role of each exercise throughout this guide. These are as follows:

- Evaluation is a continuing process which should provide information about both the kind and the quality of children's responses over a wide range of social studies situations. It is important that data of this kind be used to improve teachers' perceptions of such things as the nature and range of children's attitudes toward other people and themselves, the depth of their understanding of important ideas, and their facility with important thinking skills. Information obtained through evaluation of this kind should be used to improve the instructional program.

- Evaluation efforts should be sharply focused. Very few teachers can simultaneously make and record observations related to several different objectives. Neither can a single evaluation device be expected to yield useful measurements for a large number of different kinds of objectives. It is therefore important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device as well as between what is recommended and what is practical for most teachers.

- The intention is to provide teachers with evaluation exercises that can be adapted to particular circumstances rather than to prescribe an inflexible program for them. The placing, form, and frequency of the evaluation exercises in this Guide may therefore be varied by teachers but only after careful consideration of such factors as the needs of their class and their interpretation of the objectives of a particular unit.

- The wider the range of the items that are evaluated, the greater is the possibility that important aspects of knowledge, thinking skills, and attitudes will be measured and improved upon, provided that there is an equally wide variety of suitable evaluation devices and techniques.

Some of the exercises will be fully detailed, while others will be in the form of brief statements about the form and purpose of the exercise and the place in the Guide where there is an appropriate model to refer to. In general, the more detailed descriptions appear in the first Unit. The objective(s) to which the exercise applies are indicated. It will be noted that there are objectives for which no evaluation exercise is provided. This is due to limitations of space and staff time. Each evaluation exercise relates to one or more objectives. In a few cases, the relationship may not be immediately obvious, i.e., where the exercise deals with a particular aspect of a broader objective.

Unless there is systematically collected evidence on what is being learned and the kinds of improvements being made over previous learning, teachers have to be satisfied with their impressions. These exercises are planned to provide such evidence and thereby lay a sounder basis for accelerated development of appropriate knowledge, thinking skills, and attitudes.

At the same time, teachers need to keep in mind that each of these exercises leaves much to be desired from the technical measurement standpoint. For example, any single exercise is limited to a particular sample of content and provides a small sample of each pupil's responses. Thus, a particular exercise must be viewed as providing additional, useful information - not as a precise tool to be used in making firm

judgments about individual pupils or the class as a whole.

When evaluation data have been recorded over a period of time, it becomes possible to:

- Assess the status of individual students in a class in relation to a particular criterion at a particular time;
- Assess changes in the style and quality of the students' responses to similar exercises given at different points in time;
- Assess changes in the style and quality of total class responses to similar exercises given at different points in time;
- Assess the relative status of both the individuals in a class and the whole class to other individuals and other classes.

Systematic recording of data in these ways is necessary, if the instructional program is to be improved in relation to objectives.

OBJECTIVES FOR THE YEAR

At the end of Grade Five, or before, the student should show the following behaviors:

1. Given access to appropriate materials on the peoples studied in this year of the program, or other content, the student lists a number of items on the people or on their environment, then groups the items and assigns logically defensible and conceptually powerful (that is, abstract) labels; and when requested re-forms and re-labels the items in equally defensible ways. Examples of the kinds of items the students will list, group, and label are natural resources, new knowledge obtained by explorers, how environments are used, beliefs of people, and how different people felt about a particular situation.

   Rationale: Acquiring ability to list, group, and label (concept development) is an important intermediate step in acquisition of other thinking skills and is considered a powerful intellectual skill in its own right because the curriculum is intended to facilitate the ability to develop more abstract concepts. Ability to re-group is regarded as an important component of intellectual flexibility.

2. Given two or more different samples of information, the student correctly states differences and similarities. Examples of such comparisons are: old and new ways of living of certain Indian tribes; colonies and non-colonies; responsibilities of modern children and colonial children; and the work of slaves and non-slaves.

   Rationale: Ability to make such comparisons is an important component of the thinking skills to be developed through this curriculum. It is also essential to development of higher level thinking skills, such as the abilities involved in forming generalizations, stating hypotheses, and making explanations of causes of human behavior.

3. Given two or more lists of information, the student indicates correctly which items in the first list are associated with the various items in the second list. The lists may be related to such matters as values of people and their reactions to a particular situation; specific beliefs and organizations which may, or may not, accept the beliefs; and inventions and the kinds of knowledge that make them possible.

   Rationale: The ability to determine such relationships is a prerequisite for developing other thinking skills such as formation of generalizations, statement of hypotheses, development of explanations, and evaluation of evidence. It is necessary in any study of social phenomena that involves mental processes above the level of recall of information.

4. Given a detailed set of facts, the student states valid generalizations that he had not been given previously, and, when asked, provides the sources and limitations of the generalizations. Examples of facts and acceptable generalizations based on them that students might state are as follows:

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
The kinds of things done by various groups of people to help this country get started.	The Afro-Americans did a lot to get things going by doing much of the hard work that had to be done for many, many years while they were slaves.
Behavior of other Americans toward Afro-Americans during time of slavery and today.	Part of the Afro-American's problem is that some people today think of them in much the same ways as when they were slaves.

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
Reasons why various immigrant groups came to this country.	In many cases the people who left their own country to come and live here were unhappy about how things were run in their own country.
Similarities in customs and beliefs in this country and in England together with ways in which attitudes of people in this country toward England have changed since the War for Independence.	After having a long time to forget the bitter feelings of the war, the things people in the two countries had in common sort of drew them together again.

Rationale: Ability to form generalizations is one of the skills that is emphasized in this curriculum and is important in relation to other thinking skills such as the formation of hypotheses. Making generalizations is also an important aspect of the development of attitudes.

5. Having had the opportunity to develop or acquire a generalization, and given a situation, problem, or question to which the generalization applies, the student makes a statement or takes other action that, in the judgment of the teacher, represents defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. For example, given exposure to the generalization that differences in values and goals often result in conflict over what rules should be established, and the fact that the students, teachers and principal in a new school are going to work together to set up rules, the student will make a statement such as, "Who's going to decide things? Because some of us never can agree on what we want." Another example: given the generalization that changes in a society usually bring about changes in schools and the fact that there is now a trend toward more leisure time for large numbers of people, the student will make a statement such as, "It seems to me that our schools are going to have more classes for adults. Also, classes in hobbies and things like that."

Rationale: Generalizations are of little use unless the student is able to apply them in his reasoning processes. Application of generalizations is also related to other thinking skills taught in this curriculum, such as the ability to make predictions, state hypotheses, test hypotheses, and make explanations.

6. Given an assertion or some information expressed in very general terms and an assigned task of ascertaining the essential features, characteristics, or issues involved, the student states questions, the answers to which, in the judgment of the teacher, get at essential matters directly and provide a sound basis for analysis of the assertion or information. For example, if told that illiteracy is not much of a problem in this country, the student will ask such questions as: "When you really have to read to hold a job, isn't it still a problem if only a small fraction of the people can't read or write?" "What do you mean by literacy - being able to read and write just simple words or to do it the way educated people do?"

Rationale: Skill in asking penetrating, pertinent questions is of great value in the study of social phenomena because through application of this skill, the student quickly obtains the information needed, and only that needed, for study of the phenomena. It is also an important component of other thinking skills, such as defining the problem of an inquiry, making predictions, and testing hypotheses.

7. Given a set of events (one of which is identified as the event to be explained) occurring in a social setting, the student gives a plausible and logically sound explanation of the chains of cause-and-effect relationships that resulted in the occurrence of the event. Examples of some things to be explained and some explanations by students that would be acceptable are as follows:

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
During the early history of this country most women stopped spinning and weaving in the home.	Machines were invented which could do the work much faster. Factories using these machines could produce so much cloth so cheaply that families could earn money to buy the cloth more easily than they could make it themselves.
Many new kinds of jobs have become available since the automobile was invented.	It takes different kinds of workers to make the cars, so that provides jobs. Also, roads are needed for cars, which makes additional kinds of jobs for people who plan them for people who build them, and for people who make machines used in building them. Service stations and motels are needed too, when there are many cars on the road, and many types of workers are needed to run these kinds of businesses.
The governments of the United States and Canada worked together, rather than separately, to build the St. Lawrence Seaway.	With each country paying for part of it, it would cost less than for either country to do it alone. Another thing is that they both owned some of the land involved so they would have to decide together how it was to be used. In addition, the Seaway was needed by both countries and if both helped build it, each would have a right to use it.

Rationale: Ability to explain cause-and-effect relationships is one of the sub-categories of the general objective of thinking skills. This ability also has important uses in making predictions and forming hypotheses. It is assumed that the student has previously acquired the generalizations needed in making the explanation and that he has not previously studied the explanation he gives.

8. Given relevant facts about a society or a personal situation, the student states logically sound but informally worded hypotheses (that he had not been previously given) about that society or situation today, in the past, or in the future. Ability to state hypotheses includes, but is not limited to, ability to predict future events on the basis of present conditions. Examples of given facts and of hypotheses that

students might state are:

KINDS OF FACTS GIVEN	EXAMPLES OF HYPOTHESES
Suppose that some rich deposits of iron ore were discovered in a region where the main occupation was farming.	Some of the farmers would leave their farms and go to work in iron mines.
How a particular tribe of Indians used their environment together with information on the geographical characteristics of the region where they lived.	A likely place for an Indian village would be at point "X" on the map where there is a large stream and lots of trees and animals.
Two people who are responsible for running a charity have sharply different goals for their organization.	Sooner or later one of them will leave the organization because they will often disagree on how to use the money that comes in.
A large part of the population of a city is made up of immigrants from nations in Latin America, Africa, Europe and Asia.	Most of the immigrants live in clusters in which most of the people are from the same country.

Rationale: Ability to form hypotheses is part of the general objective of thinking skills and, of course, is essential for anyone who hopes to deal constructively with problems in social studies. One of the most important functions of hypotheses is to provide "focus" for thought processes. That is, they make it possible to narrow down the range of concerns so as to increase the likelihood of successfully coping with the problem being considered. One's thinking is likely to be unproductive if the problem is conceived too broadly or if an attempt is made to analyze too many kinds of facts in too many ways all at the same time.

9. Given a discussion setting or other situation in which students can express their ideas without censure or ridicule, the student makes statements that describe what the teacher judges to be the probable feelings or other thoughts of people studied in the various units of the Fifth Grade program. Statements indicative of the desired attitudes are:

"I'll bet the early settlers felt very excited when they saw a ship from their old country approaching."

"I wonder if some of the former slaves might have felt kind of lost after they were freed, even though they were thankful not to be slaves any more."

"An immigrant from a farm in another country probably would feel very confused if he landed in a big city like New York City."

"Some of the settlers who were having a hard time making a living probably didn't think schools were very important."

"People in the English government must have been very angry at the American revolutionary leaders because the revolution resulted in loss of one of their possessions."

"Some of the Indian ways seem strange to us, but no more so than our ways would seem strange to them."

Rationale: These kinds of behaviors represent an attitude of empathy. Such an attitude is important because it is part of the decentering process. That is, it is a step in the direction of overcoming the self-centeredness, which, according to Piaget and others, characterizes much of the behavior of the young child. Unless the child has empathy for the thoughts and feelings of others, he will have difficulty understanding and applying generalizations pertaining to cooperation and to resolution of conflicts among individuals and groups.

10. Given detailed information on activities and patterns of living in any of the societies studied in the Fifth Grade program, the student makes what the teacher judges to be accurate descriptions (that he had not been previously given) of the probable aspirations of individuals or groups in the society. An example of such a description that a student might give is: "I doubt that there would be anything that a slave would want more than to get out of slavery and find a good way of supporting his family."

Rationale: Understanding the aspirations of people in a society is fundamental to understanding the nature of the society and to analysis of its problems. It also represents another instance of ability to perceive the thoughts and feelings of others as required in the process of decentering. It is, further, an important kind of hypothesizing.

11. Given a situation in which he is encouraged to express his own thoughts, the student responds to statements of other students and the teacher in ways that the teacher judges to be fair toward the people involved and that show recognition and acceptance of merits of different ways of life and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior. Examples of desired statements are:

"The Indians knew a lot about how to survive in wild country."

"The Indians the early settlers found were people and they should have had their rights, too."

"The Indian ways of living were different from ours, but they worked for them for many hundreds of years."

"It was alright for the Puritans to live the way they wanted to, but they had no right to force their ways on others."

"Some people lead very unusual lives, but they have a right to as long as they don't interfere with other people's lives."

Examples of statements the students will challenge are:

"It's a good thing the white settlers came so the Indians could learn better ways of living."

"They were just cruel people and that's why they did it."

"The fact that they didn't have advanced tools proves that they were inferior."

Rationale: The outcome sought here is sensitivity to, and acceptance of, cultural and personal differences that can perhaps best be conceptualized as the opposite of ethnocentrism. It is one of the major attitudinal goals of this curriculum.

12. Given a situation that encourages free expression, the student makes statements that describe his own values. Some illustrative statements follow:

"I think honesty is important. That makes it one of my values."

"I can't explain much about why I think it is wrong for anyone to look down on people; I just believe it."

"According to the way I think, he has a right to present his ideas even if we all think he is wrong."

"It doesn't make any sense if people who make rules do not follow them themselves."

Rationale: Ability to conceptualize one's own values is essential in order to identify inconsistencies in one's value system or to analyze relationships of one's own values to those of other people.

13. Given information on the values of people in two or more cultures other than his own, the student describes differences and similarities in the values within and among the cultures and their relationships to his own values. For example, a student might say, "People are different in how they feel about how much weight is best. Some think a slim figure is the best looking; others think a heavier figure is best. For me, I don't want to be either too fat or too thin."

Rationale: Ability to relate one's own values to those of others is crucially important in any inquiry directed at clarification or resolution of value conflicts. This objective is an important corollary of objective 2 above on making comparisons.

14. When discussing various countries of the world, the student makes assertions about, or asks questions pertaining to people and how they live more often than about impersonal matters like the size, physical features, population, exports, or location of the countries.

Rationale: This objective reflects the fact that this curriculum is strongly "people oriented." Physical features and other material characteristics of countries are treated but are considered important only to the extent that they affect the lives of people.

15. Given discussion situations in which there is apparently rather general agreement on a particular line of reasoning, the student will occasionally make comments that represent significant departures from the trend and that are judged by the teacher to have some likelihood of leading to useful relationships or conclusions. For example: "I'm not sure that all Indians would agree that more and better land should be given to the Indians. Maybe they would feel that that would set them apart as something different from a regular citizen."

Rationale: The thinking skills stressed throughout the curriculum have a large component of autonomous thinking. Correctness of reasoning from given premises and conditions is necessary but usually not sufficient: independence and originality of thought are considered indispensable in the study of social problems.

16. Given a context in which generalizations or explanations have been stated, the student occasionally suggests that additional evidence, or a different line of reasoning, might lead to changes in one or more of the generalizations or explanations and/or gives evidence that he recognizes the tentativeness of generalizations. Words indicative of tentativeness, such as "often," "could be," "maybe," "sometimes," etc., are used in suggesting or applying generalizations and in making explanations

Rationale: Tentativeness is an important characteristic of scientific reasoning in social studies or any other field of inquiry. Students should be helped to remain open to consideration of new data and fresh approaches.

17. The student indicates comprehension of the meaning of the Organizing Ideas and concepts therein for Units I through VI by such behaviors as giving illustrations, explaining meanings, and other actions involving uses. In making the explanations and descriptions, the student correctly uses factual information about one or more of the various peoples studied in the Fifth Grade program and about the environments in which they live. In addition, the student indicates comprehension of other ideas not encompassed in the Organizing Idea but related to the key concepts listed in the Introductory Material. For example, one key concept is interdependence, and illustrative student statements that indicate comprehension of the concept are:

"The settlers needed their neighbors for lots of things, like barn raising and helping with the work when someone was sick."

"The Indians needed each other. They were safer in a big band than they would have been as separate families."

"People who live here now depend on each other very much because much of what we need is made by other people--like the things to build houses, and our clothes."

Another key concept is power. Statements by students suggesting comprehension of it are as follows:

"The Chiefs had a lot of control over other members of the tribes."

"The fact that white men had better weapons helped give them power over the Indians."

"A rich businessman or farmer can make lots of people do what he wants because he has money and they don't."

"Slaveowners had more control over the lives of other people than anyone has a right to have."

Rationale: One of the general objectives of this curriculum is acquisition of a broad base of knowledge of social studies content. The generalizations around which the units are built are considered to represent powerful ideas having general acceptance in the various disciplines dealing with social studies. This knowledge is considered important so that students can understand the world and themselves more adequately. It is used in this curriculum in developing thinking skills and attitudes referred to in other objectives.

18. Given a picture, filmstrip, or motion picture on the people and environments studied in the Fifth Grade program, the student makes correct statements representing all of the detailed and important information that can be obtained from it that pertains to the group or groups currently being studied.

Rationale: This ability to obtain information from representational materials is a very useful skill for learning about man's activities and environment. It also represents a step toward development of more generalized observational skills including direct observation of objects in the environment and activities of members of society.

19. Given a globe and maps of the regions inhabited by the various peoples studied in the Fifth Grade program, together with instructions to locate places where the peoples live and to determine directions and approximate distances from one point to another, the student performs the tasks as instructed, with errors rarely occurring. In addition, the student is able to obtain information about the topography of a region from relief maps and to use the information for such purposes as determining possible routes of early explorers. The student is also able to make use of special types of maps such as political maps and land use maps.

Rationale: This is one of the abilities included in the chief contributory objective--that of Skills. Because social studies content deals with features and comparisons of societies in many parts of the world, it is useful for students to be able to make effective use of maps and globes.

THE YEAR'S PROGRAM

Unit I - MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Unit II - MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Unit III - MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Unit IV - MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard they modified their life style to the demands of frontier living.

UNIT V - MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Unit VI - MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN THE USE OF LAND.

Organizing Idea: America's many different environments permit the development of many different resources.

RATIONALE FOR SELECTION OF CONTENT SAMPLES

A number of factors must be considered in selecting content samples for study. In addition to the Key Concepts and Main Ideas, the curriculum writer must consider the approximate developmental level of the student, what experiences the student can be presumed to have had, the general social climate, and the availability of materials that lend themselves to inductive processes rather than predetermined conclusions. The values which are inherent in the objectives of the curriculum also influence the selection of content samples.

The ten-year old is firming up his attitude toward groups of people whose origins, values or customs are different from his own. This Fifth Grade Guide is designed to provide opportunities to learn of the contributions of these groups to the way of life in the United States of America. The content sample is broader than most fifth-graders will be able to handle. In selecting the samples to be dealt with, each teacher should choose in terms of the needs and interests of the children and the needs of our society. While the number of samples may be reduced, each culture selected should be studied in depth.

This guide also provides an opportunity for the ten-year old to see his country in its changing role:

- From colony to independent nation
- From an agricultural nation to an industrial nation

In referring to ethnic backgrounds, the writers of this curriculum have adopted as the most dignified those terms which ethnic groups in the local area use. Usage, however, differs from one part of the country to another. Teachers therefore should be alert to the term which is preferred by the ethnic groups in their area.

TEACHING STRATEGIES FOR COGNITIVE SKILLS

Recent studies have suggested that thinking is learned and is learned developmentally; it is a continuous development of an increasingly complex mental organization (including data processing skills) with which to view the world and to solve problems. Cognitive skills are seen as products of a dynamic interaction between the individual and the stimulation he receives rather than as a result of passive absorption of information.

The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he has had, plus the amount of effort he has put into active thinking. In other words, the effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" he has had. Unguided, these experiences may or may not result in productive models of thought. The task of instruction is to provide systematic training in thinking and to help students acquire cognitive skills that are necessary for thinking autonomously and productively.

It is reasonable to assume that all students could achieve higher levels of cognitive operation than is possible under current teaching methods, provided that: there is an adequate analysis of the learning processes involved in mastering certain important cognitive tasks; and that efforts are made to develop teaching strategies that take into consideration such factors as sequence, rotation of learning activities, and the active involvement of students.

The teaching and learning of cognitive skills are important aspects of the learning sequences in this curriculum. Each unit offers sequentially developed learning activities to aid students in the development of cognitive skills. These, in turn, require the use of certain teaching strategies. The teaching strategies described here are for three cognitive tasks that represent clusters of cognitive skills. It is important to note that each of these tasks is considered separately to simplify the task of the teacher and the curriculum developer in designing and implementing learning activities. The effective thinker, of course, uses these (and undoubtedly other) cognitive skills as interacting elements of an ongoing process.

DEVELOPING CONCEPTS

The elements involved in the cognitive task, Developing Concepts, are shown in Chart I. As illustrated by the chart, the teaching strategy consists of sequentially ordered questions to provide a focus for students' responses.

Concepts are formed as students respond to questions that require them: (1) to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; and (5) to subsume items that they have enumerated under those labels. As part of this process, they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be.

In all cases it is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items, and devise the categories. The teacher should not do any of these things for them.

It is also important for the students to discover that any item has many different characteristics and, therefore, can be grouped in many different ways. Each one of the multiple qualities can be used as a basis

CHART I

DEVELOPING CONCEPTS

Listing, Grouping, and Labeling

This task requires students to group a number of items on some kind of basis. The teaching strategy consists of asking students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What do you see, (notice, find) here?	Gives items	Makes sure items are accessible to each student. For example: Chalkboard Transparency Individual list Pictures Item card
Do any of these items seem to belong together?	Finds some similarity as a basis for grouping items.	Communicates grouping. For example: Underlines in colored chalk Marks with symbols Arranges pictures or cards
Why would you group them together? 1)	Identifies and verbalizes the common characteristics of items in a group	Seeks clarification of responses when necessary
What would you call these groups you have formed?	Verbalizes a label (perhaps more than one word) that appropriately encompasses all items	Records
Could some of these belong in more than one group?	States different relationships	Records
Can we put these same items in different groups? 2)	States additional different relationships	Communicates grouping

---

1) Sometimes you ask the same child "why" when he offers the grouping, and other times you may wish to get many groups before considering "why" things are grouped together.

2) Although this step is important because it encourages flexibility, it will not be appropriate on all occasions.

for grouping. In the course of grouping items, the students' suggestions and questions reveal how sharply relationships are perceived. For example, a sixth grader's statement, "foods could be placed under 'production' or under 'standard of living,' depending on how you think about it," reveals his awareness of multiple grouping. It raises the possibility of including the same item in several groups and under several labels. If food is considered in terms of raising and processing, it can be placed under the category of production. If considered in terms of abundance or variation in diet, food can be categorized under standard of living.

INFERRING AND GENERALIZING

The elements involved in the cognitive task, Inferring and Generalizing are shown in Chart II.

This task involves three main steps:

1) Looking at data. This often involves looking at contrasting content samples with the same questions in mind. For example, What are the educational patterns in Brazil, Mexico, and Bolivia?

2) Explaining what is seen, such as giving reasons for the different literacy levels in two countries.

3) Arriving at generalizations by inferring what the common features and differences are (e.g.,in the case of the above example, regarding the educational patterns).

This task becomes increasingly complex as the scope of the discussion is increased. Thus, students must first explain and make inferences about data for each content sample, (e.g., about the literacy level in Brazil), then generalize more broadly (e.g.,how literacy seems to relate to economic development), and finally, make new generalizations by comparing and contrasting the generalizations about each country. Only then can the students develop over-arching generalizations (generalizations of generalizations) regarding such issues as education in Latin America.

It is important that teachers help pupils recognize the tentativeness and probabilistic nature of all generalizations. This may be done by asking at appropriate points such questions as: "Can you tell that from the data we have?" or, "Can you think of a situation where this would not apply?"

APPLYING GENERALIZATIONS

The cognitive task, Applying Generalizations, consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The elements involved in the task are shown in Chart III.

Usually, a task of this type occurs at the end of a sequence or a sub-unit at a point when students have already developed the facts and the generalizations they need for application to the questions required by this task. For example, if third graders know the importance of the camel to the way of life of the desert nomad, they can infer what might happen, if there were no market for the nomad's camels. Or, if sixth graders understand the implications of a one-commodity economy, they can predict what might happen if such a commodity became unmarketable.

CHART II

INFERRING AND GENERALIZING

This cognitive task requires the students to interpret, infer, and generalize about data. The teaching strategy consists of asking the students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What did you notice? See? Find? What differences did you notice (with reference to a particular question)?	Gives items	Makes sure items are accessible, for example: Chalkboard Transparency Individual list Pictures Item card Chooses the items to pursue
Why do you think this happened? or How do you account for these differences?	Gives explanation which may be based on factual information and/or inferences	Accepts explanation. Seeks clarification if necessary
What does this tell you about ... ?	Gives generalization	Encourages variety of generalizations and seeks clarification when necessary

This pattern of inviting reasons to account for observed phenomena and generalizing beyond the data is repeated and expanded to include more and more aspects of the data and to reach more abstract generalizations.

CHART III

APPLYING GENERALIZATIONS

This cognitive task consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. It encourages students to support their speculations with evidence and sound reasoning. The teaching strategy consists of asking the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
(Focusing question). Suppose that a particular event occurred, given certain conditions, what would happen?	Makes inferences	Encourages additional inferences. Selects inference(s) to develop.
What makes you think that would happen?	States explanation; identifies relationships	Accepts explanation and seeks clarification if necessary.
What would be needed for that to happen?	Identifies facts necessary to a particular inference	Decides whether these facts are sufficient and could be assumed to be present in the given situation.
(Encouraging divergency). Can someone give a different idea about what would happen?	States new inferences that differ in some respects from preceding ones.	Encourages alternative inferences, requests explanations and necessary conditions. Seeks clarification where necessary.
If, as one of you predicted, such and such happened, what do you think would happen after that?	Makes inferences related to the given inference.	Encourages additional inferences and selects those to pursue further

This pattern of inviting inferences, requiring explanations, identifying necessary conditions, and encouraging divergent views is continued until the teacher decides to terminate the activity.

In essence, the students need to use what they already know, but expressed in a conditional form (if so-and-so, then so-and-so) in order to predict the consequences that might occur and under what conditions. The elements of this task and the question strategy for implementing the task are described below.

The first step is for students to make inferences and is usually in response to a question such as, "What would happen to the way of life in the desert, if the government helped all the farmers of the oasis buy tractors, and they stopped using camels to pull their plows?"

The second step is that of explaining or supporting the inferences by determining the causal links between the condition (e.g.,loss of the market for camels) and the inference. For example, if a third grade student makes the following inference: "If they can't sell their camels, they'll build towns," the teacher needs to help him make explicit the chain of causal links that leads from the loss of the camel market to the building of towns. The student, citing such facts as "most camels are sold for farm work," may reason that the nomads' inability to sell their camels to farmers will lead to seeking other ways to make a living; that in such an environment the alternatives require settling down (e.g.,"there's not much else he can do and still move around")and consequently, growth of towns is likely.

The third step is that of identifying conditions that would be necessary to make the inference plausible: establishing whether the market is the only condition required to make herding camels profitable; whether a market is always necessary to a herding economy; and whether what happens when the price of food for cattle rises will also happen to other herds (such as camels). The student must determine the limits of the prediction and what the sufficient causes for the occurrence of the prediction are.

The fourth step is primarily an extension of the preceding steps, the difference being that the entire process builds upon one of the preceding inferences, for example: "If people settle down, they will want schools, policemen, and hospitals." Eventually the students may get to statements such as "They'll have to change their laws."

This process of inferring consequences through applying known facts and generalizations invites a greater degree of divergence than do either of the previously described cognitive tasks. This task, therefore, offers greater opportunities for creative use of knowledge. There is the possibility of generating a variety of cause-effect chains.

Unless the teacher is aware of the multiple possibilities, it is easy for him to limit the discussion to the most obvious suggestions. The danger of blocking out creative possibilities often arises when the line taken by students directs the discussion into areas of content unfamiliar to the teacher. This would suppress any incipient creative ideas. On the other hand, the divergence can be carried to the point of sheer fantasy completely unconstrained by facts and realities - which, in other words, amounts to imaginative storytelling. It is therefore equally important for teachers to see to it that the students are challenged to produce factual and logical support for their inferences in order to discriminate between tenable and untenable hypotheses.

It is also important for the teacher to be alert to the potential of certain examples, such as, the third grader's prediction that if the nomads stopped moving they might have different laws.

TEACHING STRATEGIES - ATTITUDES, FEELINGS, AND VALUES

One of the major emphases of this curriculum is in the area of feelings, attitudes and values. It is recognized that these terms have a variety of meanings and implications and, further, that comparatively little is known about the outcomes of in-school procedures in this area. Nevertheless, a considerable body of theory and some research suggests that it should be possible to devise teaching strategies to facilitate attainment of objectives in this domain. The strategies presented below are designed to provide students with practice in: 1) exploring feelings - their own and others' 2) considering various approaches to solving disputes among persons and groups and 3) analyzing the values held by people including themselves. A specific description of some of the objectives implicit in the curriculum may be found under Objectives.

It will be noted that there is considerable overlap among these strategies and the cognitive strategies - which is as it should be. One would hope that cognitive skills would be applied to affective concerns and that emotions would enter into cognitive performance.

In addition to the three strategies presented below, one will note the prevalence in the units of an additional question of the form "What do you think this person had in mind when he did...?" or "Why do you suppose they...?" These questions are designed to focus attention on the variety of human behaviors and their antecedents.

Exploring Feelings

In this strategy (described in Chart IV) students are encouraged to: make inferences as to how other people feel and why; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups) to emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others and, if appropriate, generalize to feelings of people in general.

It is anticipated that children will experience emotional reactions as they recall events in their own lives and see their parallels with experiences of others. It is therefore important that the teacher provide support where necessary, establish a sufficiently relaxed atmosphere for pupils to feel comfortable in such discussions and be alert to the possibility of overly anxious reactions on the part of individual students.

Interpersonal Problem Solving

In this strategy (described in Chart V) students are presented with a problem situation involving conflict among persons or groups (e.g., playground disputes, disagreement over traditions) and are required to: propose and defend solutions; relate the events to similar experiences they have had; evaluate the way of handling the recalled problem and consider possible alternatives they could have followed.

It is particularly important that students become seriously involved in the issues raised - rather than simply giving what they consider to be acceptable or "good" answers. The latter is particularly likely when they are asked to evaluate their own (recalled) behavior. For this reason it is crucial that the teacher refrain from showing judgmental reactions and, on the contrary, accept the unusual or anti-social response at face value and encourage the student(s) to consider its consequences.

One danger, with this strategy, is that students may tend to engage in excessive judging of their own (or others') actions without progressing to the crucial steps of: 1) exploring the criteria and values implicit

CHART IV

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.[1]

	Teacher	Student	Teacher Follow Through
	What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, asks that they be postponed
2)	How do you think .. felt?	Makes inference as to feelings	Accepts inferences
	Why do you think he would feel that way?	Explains	Seeks clarification, if necessary
	Who has a <u>different</u> idea about how he felt?	Makes alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
	How did ... (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
	Have you ever had something like this happen to you?[3]	Describes similar event in his own life	Insures description of event
2)	How did you feel?	Describes his feelings. May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary
	Why do you think you felt that way?	Offers explanation. Attempts to relate his feelings to events he has recalled	Asks additional questions, if necessary to get beyond stereotyped or superficial explanation

---

1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.

2) These questions are repeated in sequence several times in order to obtain a variety of inferences and - later,personal experiences.

3) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or, "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART V

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict.

	Teacher	Student	Teacher Follow Through
	What happened? or what did .. you do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a statement of differences in perception of what occurred
1)	What do you think ... (a protagonist) should do? Why?	Gives response	Accepts response, seeks clarification where necessary
1)	How do you think ... (others would react if he did that?) Why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
	Has something like that ever happened to you?[2]	Relates similar event in his own life	Provides support, if necessary
1)	What did you do?	Relates recalled behavior	Seeks clarification, if necessary
	As you think back now, do you think that was a good or bad thing to do?	Judges past actions	Encourages student to judge his own past actions. The teacher may need to prevent others from entering the discussion at this point
	Why do you think so?	States reasons	Accepts reasons. If necessary, asks additional questions to make clear the criteria of values which the student is using in judging his actions
	Is there anything you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur e.g. "How does that agree with reasons you gave earlier?"

---

1) These questions are repeated in sequence several times in order to obtain a variety of responses.

2) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART VI

ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved, and how they differ from the values of others involved in analogous situations.[1]

	Teacher	Student	Teacher Follow Through
2)	What did they do... (e.g., to take care of their tools)?	Describes behavior	Sees that description is complete and accurate
	What do you think were their reasons for doing/ saying what they did?	States inferences	Accepts, seeks clarification, if necessary
	What do these reasons tell you about what is important to them?	States inferences regarding values	Re-states or asks additional questions to insure focus on values
3)	If you ...(teacher specifies similar situations directly related to student, e.g., "If you accidentally tore a page in someone else's book,") what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
	What does this show about what you think is important?	States inferences about his own values	Accepts, seeks clarification, if necessary
	What differences do you see in what all these people think is important?	Makes comparisons	Insures that all values identified are compared

---

1) Sometimes all questions are not asked. However, the question exploring the students' own values should not be omitted.

2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.

3) This sequence is repeated in order to get reactions from several students.

in their judgment and 2) considering alternatives. This tendency can be counteracted by preventing students from judging the actions of others and by moving the discussion to succeeding questions.

Analysis of Values

In this strategy (described in Chart VI) students are asked first to recall information about specified behavior on the part of an individual or group. They are then asked to explain why such behavior occurs as it does. The content and question are specific to types of behavior which clearly indicate values (e.g., "Why do you suppose they live near relatives?") The next step requires students to infer what values are implicit in the behavior. This process is repeated for additional groups of individuals. The next step requires individual students to hypothesize about their own behavior and values. The last step requires comparisons among the various values which have been discussed. Thus students are encouraged to become aware of the variety of values people have and how they relate to their own values.

DEFINITIONS OF TERMS USED

APPLYING GENERALIZATIONS

In this curriculum *applying generalizations* is used to refer to the cognitive task that consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions and which encourages students to support their speculations with evidence and sound reasoning.

This term is used to refer to what was previously called cognitive task three.

AUTONOMOUS LEARNING

In this curriculum *autonomous learning* is defined as the learning act in which the child discovers relatively independently the relationships that exist and accounts for such relationships by building explanations. Autonomous learning implies also that the child becomes an insider in the learning process - that he clearly understands the purpose of the tasks he is performing.

CATEGORY

In this curriculum the term *category* is defined as a group and its definition.

CONCEPT

Since there is some difference of opinion in the literature about the meaning of the word *concept* and because it is used in two different ways in the Taba Curriculum there is a need for a statement of the overall meaning given the word in this curriculum and of the distinction between the two uses made of it.

Concept Words and Concepts. A concept word or phrase may be defined as a symbolic representation or label for the end product of a process which results in a common response to a set of multiple stimuli. The word *sword* is such a label when it is appropriately used by the person who has learned through experience with different kinds of swords and sword-like objects to abstract the characteristics swords share while at the same time distinguishing them from daggers and knives. When faced with a new kind of sword he has never seen before he will be able to apply this experience and the associated abstraction of common characteristics to successfully identify the new object.

The attainment of a concept does not depend upon the use of its word label although the use of concept words and the associated feedback a child often has from such use can facilitate the development of a concept.

Levels of Concepts. The elements in a person's experience which enable him to develop a concept may be described as: 1) concrete because they are directly amenable to sensory experience, as is the case with colors and shapes, or 2) they may be more abstract as for example, "school" or "family," or 3) they may be highly abstract as in the case of those elements of experience that define instances of patriotism and freedom.

The factors or elements in experience that are used to build concepts may either be quite direct perceptual experiences such as touch and smell or they may be indirect, as when they are experienced through words and symbols.

Concepts may also differ in the way experiences are combined either to form, or to refine and develop them. Such experiences may be primarily cumulative as, for example in the case of the development of the concept of a particular color such as beige, or they may be combined in a primarily relational way as in the case of concepts such as time or size. In the Taba Curriculum there are occasions when teachers may need to extend and refine the concepts students already have by providing them with additional relevant experiences. Such a process may be described as being primarily cumulative. In the second grade, for example, the concept of supermarket might need to be developed cumulatively for it to encompass the meaning necessary for the development of some of the important ideas for this grade. There are also many occasions when relational factors will be stressed in furthering children's understanding of such concepts as democracy, values and living standards. To understand their meaning for a particular occasion a child needs to know about the setting in which they are used. For just as one needs details of the referents to such components as *slow* and *deep* before they can be understood, so would the concept of *democracy* remain fuzzy and imprecise without a clear description of the time and place in which it is set. In order to understand the particular meaning given them on a particular occasion, students need to learn to have their referents clear and to look for the referents for this kind of concept when they meet them in their reading.

Since many of the important concepts in social studies are relational it is often difficult to specify their defining attributes precisely and unambiguously. Care must therefore be taken to ensure that students recognize their relativity and hence their complex nature.[1]

In this curriculum concepts which evolve in the so-called *concept development* exercises where students list, group, and label are in general much less complex than the *key concepts* (for example, interdependence, conflict, and difference) which are high level abstractions to be emphasized, refined, and developed, as the curriculum itself is developed over the eight grades.

Concept Formation and Evaluation. While a person's grasp of a concept may be estimated from non-verbal behavior it is customary for measures of a school child's understanding of a particular concept to be based on whether he uses the concept word appropriately in his speech and writing, as well as his ability to apply what has been learned in new situations, and his ability to identify the defining attributes of a particular concept. It is also important for teachers to realize that different word labels may be appropriately used to identify a particular concept; they may of course differ as to level of abstractness. This particular point will arise most frequently in the *concept development* exercises of the Taba Curriculum.

Distinctions[2] have sometimes been made in discussions on concept formation between the function of

---

1. "Concept Learning and Concept Teaching," Robert Glaser in Robert M. Gagne and William J. Gephart, *Learning Research and School Subjects*, Eighth Annual Phi Delta Kappa Symposium on Educational Research, Itasca, Illinois, F.E. Peacock Publishers, Inc., 1968, pp. 1-32.

2. J. Bruner, et. al., in *A Study of Thinking*. New York: John Wiley & Sons, 1956, discusses an elaborate form of concept attainment in Chapter 3. R.M. Gagne, in *The Conditions of Learning*. New York: Holt, Rinehart and Winston, 1965 discusses a simpler form of concept attainment pp. 129-134.

concept development and of concept attainment. In attempting to develop concepts related to a particular topic a teacher may ask a child to suggest a label for the characteristics that are shared by a variety of instances or items. Such a procedure is essentially that which is followed by teachers in the listing, grouping, and labeling exercises in the Taba Curriculum. Any one of a number of different labels might be considered acceptable. For example, materials, building things, construction materials might all be appropriate labels for a particular group of items. On the other hand, there may be specific concepts and concept labels which a teacher may want children to attain as one aspect of the prerequisites to the development of important ideas in social studies. In the Taba Curriculum such concepts as herder, hunter, and farmer probably need to be well understood by third graders if they are to develop some of the important ideas about the people in their social studies program. The third grade teacher would therefore need to take steps to see that these and possibly some other concepts have been attained by students before they get too deeply into the relevant section of their program.

CONTENT SAMPLE

In this curriculum the term *content sample* is defined as selected data used to help students attain all of the objectives of the curriculum. Students are expected to use these data, although they are not always expected to acquire all of it.

CONTRIBUTING IDEA

In this curriculum theterm *contributing idea* is defined as an idea which is relevant to the formation of the organizing idea and the main idea. It is frequently, but not necessarily, less abstract than the organizing or the main idea.

DECENTERING

Decentering represents growth away from self-centeredness and ethnocentrism. The self-centered person tends to be unable to take another's point of view and may not even be aware that his own ideas reflect a particular point of view. What others would perceive as "his" point of view would seem to him simply "the way things are."[1] He tends to project his own information on his listeners, assuming that the listeners know the information as he does. He is unaware or unconcerned about the effects of his behavior on others. His thinking is dominated more by specific, concrete perceptions than by characterizations of people as individuals. The ethnocentric person is inclined to stereotype groups of people different from his own and to attach derogatory labels to the stereotypes. He tends to set up the norms of his own culture as proper guides for the behavior of mankind everywhere.

A "decentered" person readily perceives another's point of view and takes it into account in his reasoning process. He is able to readily refocus or shift perspective to different frames of reference

---

1. Roger Brown, *Social Psychology*, New York: The Free Press, 1965, p. 220.

or points of view. He expresses sympathy for others and tries to understand their problems. He is willing to share; he seeks to help those with whom he interacts directly and also people at a distance from himself. He is aware of, and concerned about, the feelings of others. He recognizes and accepts the merits and disadvantages of different ways of life.

DEVELOPING CONCEPTS

In this curriculum the term *developing concepts* is used to refer to the task which requires that students have the opportunity to group a number of items and label the groups formed. The teachers should not give them a term or label for a group, because the importance of the task lies in the students' seeing a relationship between items and recognizing that the same items can be grouped in many ways.

It is through this process of listing, grouping, and labelling, that concept development is facilitated and a basis laid for other thinking skills.

The term is used to refer to what was previously called cognitive task one.

GENERALIZATION

Much of what has been said about the nature of concepts and concept formation applies equally well to *generalizations*. The principal distinction between them, we would argue, is essentially grammatical. The term *concept* is usually applied to a single word label standing for abstracted characteristics that a number of instances have in common, whereas generalizations are often defined as statements with wide applicability which are in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The main ideas in this curriculum are generalizations in this sense since they are statements about human behavior which are selected because of their wide applicability in that area of inquiry.

HYPOTHESIS

In this curriculum the term *hypothesis* is defined as a statement formulated on the basis of relatively little data, applying to relatively specific instances, and, where possible validated at a later time.

INFERRING AND GENERALIZING

In this curriculum the term *inferring and generalizing* is used to refer to the task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, formulate inferences on the basis of these data, and state a generalization which they feel is warranted.

This term is used to refer to what was previously called cognitive task two.

INSTITUTION

In this curriculum the term *institution* is defined as a distinctive complex of social actions which is broader than an organization.

KEY CONCEPTS

In this curriculum *key concepts* are defined as words which represent highly abstract generalizations. These powerful abstractions are selected for their capacity to organize and synthesize large numbers of specific facts and ideas. Because of their power, such concepts can be developed in an increasingly more complex and abstract manner throughout the social studies. They suggest not only main ideas which can serve as a focus around which units can be developed but they also suggest key questions to ask about such ideas.

KNOWLEDGE

In this curriculum *knowledge* is defined as consisting of: 1) key concepts in this curriculum; 2) main ideas; 3) specific facts. It is a body of important information which is selected from the social sciences and which students are expected to learn, understand, and use.

LEARNING ACTIVITIES

In this curriculum the term *learning activities* is defined as those activities in which students participate which are designed to promote attainment of objectives. In earlier literature these were referred to as *learning experiences*.

MAIN IDEAS

In this curriculum the term *main ideas* is defined as generalizations, usually though not necessarily, less abstract than the key concepts. They offer insights into the relationships which appear to exist in the world and which have a great deal of empirical evidence to support them.

ORGANIZING IDEA

In this curriculum the term *organizing idea* is defined as an idea which is an example of the relationship stated in the main idea and around which the content sample and the teaching-learning activities are organized. It is stated in terms students might be expected to use and understand.

QUESTION SEQUENCE

In this curriculum the term *question sequence* is defined as a carefully designed and ordered series of teacher questions which assist students by focusing on each step in performing a cognitive task.

STUDY QUESTIONS

In this curriculum the term *study questions* refers to those questions which have been designed to help students structure the gathering of information in an independent research assignment.

TEACHER'S GUIDE

In this curriculum the term *teacher's guide* is defined as the total book giving a year's teaching-learning program.

TEACHING STRATEGIES

In this curriculum the term *teaching strategies* is defined as a carefully designed and specified sequence of teacher behaviors. Such sequences are intended to be widely applicable and largely independent of particular characteristics of the content samples, students, and other conditions. It is recognized, however, that according to the feedback, strategies will have to be adapted to particular circumstances.

UNIT

In this curriculum the term *unit* is defined as the teaching-learning activities associated with one organizing idea.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with the planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Comprehension of concepts and generalizations about the various peoples studied in the unit, and about their environments (17)

f. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Contributing Idea: 1. The speed of communication has differed through time.

Content Sample:
- Vikings
- 15th century explorers
- Astronauts

Contributing Idea: 2. The dissemination of new knowledge often leads rapidly to new discoveries.

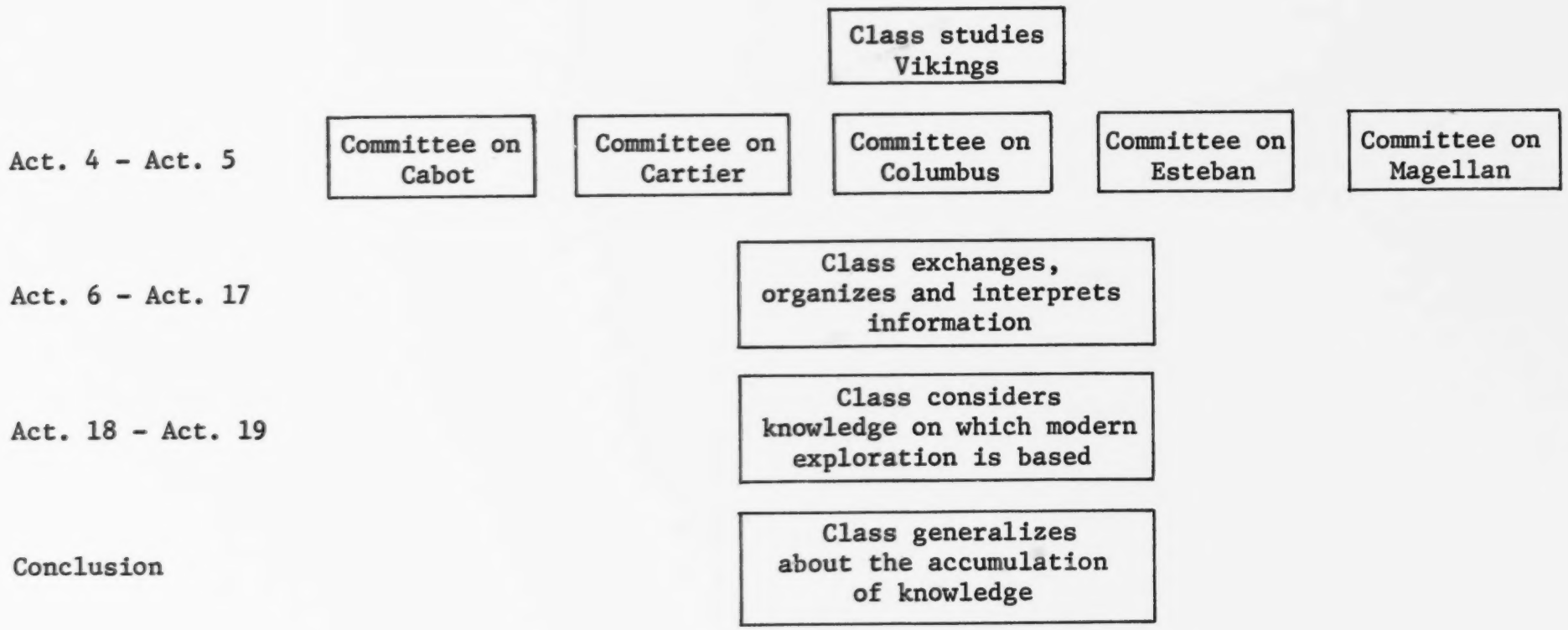
Content Samples:
- Columbus
- Cabot
- Magellan
- Esteban
- Cartier

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Organization of the class to provide information used in reading the main idea.



UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities

Communication is important in the dissemination of knowledge. In the following sequence (Opener - Act. 3), students consider the explorations of the Vikings and the type of records left.

Opener

List on the chalkboard a number of inventions with which the students are likely to have had first hand experience, for example:

- Pencil sharpener
- Stapler
- Scissors
- Pencil
- Vacuum cleaner

Have the students work in pairs. Tell them to select one invention and list

- What materials a person would need in order to invent it
- What he would have to know in order to invent it

After the pairs have worked for three or four minutes, let pairs working on the same invention form groups of four to:

- Combine their lists
- Choose someone to report for the group

In order to facilitate the sharing of information and, at the same time, recognize the contributions of all groups, list the contributions, as they are reported by one group, on the chalkboard. Then ask:

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
	• How many other groups working on the (invention) had some of these same items? • What different items do you have on your list? Continue until the students have had an opportunity to respond to the invention on which they worked. Have each student write his answer to the question: What do you think people knew or did that helped the inventor of the (pencil, vacuum cleaner, etc.)?
Save the responses of the students to this last question. The papers will be used again in the Conclusion. Experience has shown that at this point the fifth-grader responds in terms of chains of workers-- or not at all. Responses tend to be: • People would have to cut down trees for wood. • He would have to buy lead.	Development 1. Show a map of North America and locate the state the school is in. Ask the class to recall from the fourth grade: • Who explored our state? • From where did these people come? • What other parts of North America did these people explore? • What people did they find already settled in the land we call America?
The purpose of this question is to see how many students are aware of the role of communication in shaping man's activities. Encourage students to respond but do not press. The topic will be discussed later in the unit.	Ask the students to write a sentence to answer the question: • How do you suppose that explorer got the idea that there was land here to be explored?

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
Intake of information	2. Have the students read about Viking expeditions to North America. Tell them to read to find out: · From where the Viking came · When they came · What and whom they found · How we know about the trips of the Vikings Suggested References: *Texts *Story of our Country, The,* (Ver Steeg), pp. 35-39, 46-49 _____ pp. ____ _____ pp. ____ Trade Books *Leif Eriksson: First Voyager to America,* (Shippen) *Lief, the Lucky,* (D'Aulaire) *Viking Adventure,* (Bulla) *Vikings, The,* (Donovan) Filmstrips: *Lief Ericson* *Norsemen, The* * Reference is made to the California state-adopted text. Space is left to enter the titles and appropriate page numbers of other texts.

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
The students will have heard tales of the Vikings in their study of the Norweigan fisherman-farmer in Grade III. Help them recall these tales.	3. Discuss the voyages of the Vikings. Suggested question sequence: 1) What did you find out about the Vikings? As the students respond to the question, encourage them to suggest a word or very brief phrase that can be written on the board to remind them of that piece of information. Ask additional questions, if necessary, to help the students recall the evidence, such as, the Viking cross, the remainder of homes, accurate descriptions. Do not label these as evidence when you are asking the question. Have the students work in pairs for three or four minutes. Tell them to list the items (from the chalkboard) that answer this question: 2) Which of the things we have listed do you think show that the Vikings really did come to North America? As the students share their decisions, ask 3) Why do you think this is proof they came? Does anyone have a different idea about this?

Inferring and Generalizing This is a task that requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data that they have previously collected, to formulate inferences on the basis of these data.

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
and to state a generalization that they feel is warranted. (See introductory material for a full statement on this task.)	4) How do we know about the other events we have listed? 5) Which ways of getting information do you think are most reliable? What makes you think so?

New inventions and new knowledge can result in an explosion of knowledge when they are communicated to others. In the following sequence (Act. 4-17), the students consider the accumulation of information that followed Columbus' voyage and subsequent explorations.

Start a couple of students who communicate well with the other students reading about Americus Vespucci. The material will be used in Act. 11. Suggested Reference: *Amerigo Vespucci, Scientist and Sailor,* (Syme)	4. Display reading materials on Columbus, Cabot, Esteban, Magellan, and Cartier. Let the students browse before selecting one explorer for depth study. After the students have selected an explorer, ask: • What do you think would be important to know about this person? List the questions suggested by the students. Have the class read widely for several periods to answer the questions they raised and the following broad question: • What happened in the exploration of _____?

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
Intake of information	Suggested References: Texts *Story of Our Country, The,* (Ver Steeg) _____ pp. ____ _____ pp. ____ _____ pp. ____

	Cabot	Cartier	Columbus	Esteban	Magellan
Ver Steeg	119-120	103-104	51-62, 64-67,76	91,93 100-101	72-76

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
	TRADE BOOKS *America Begins*, (Dalgliesh). Easy. *America Is Born: A History for Peter*, (Johnson) *And There Was America*, (Duvoisin). Easy. *Canada and Her Story*, (Bonner) *Cartier, Finder of the St. Lawrence*, (Syme) *Cartier Sails the St. Lawrence*, (Averill). Difficult. *Christopher Columbus: Sailor and Dreamer*, (Bailey) *Columbus*, (D'Aulaire) *Columbus, Finder of the New World*, (Syme) *Columbus Sailed*, (Hodges) *Columbus Story, The*, (Dalgliesh). Easy. *Discoverers of the New World*, (American Heritage) *Explorers in a New World*, (McCall) *First Book of American History, The*, (Commager) *First Book of Maps and Globes, The*, (Epstein) *French Explorers in America, The*, (Buehr) *Magellan: First Around the World*, (Syme) *Our Country's Story*, (Cavanah). Easy. *Real Adventure, The Discoverers of America*, (Beals) *Two Nations Are Born*, (Buell) *Voyages of Christopher Columbus*, (Sperry). Difficult. Teacher References: *Illustrated World Geography*, (Debenham) *Global Geography*, (Van Cleef)

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: *New knowledge and inventions encouraged world exploration during the fifteenth century.*

Notes to the Teacher	Learning Activities
	Motion Pictures: *French Explorers, The* *Why the New World Was Explored* Filmstrips: *Cabot*, "Great Explorers Series" *Columbus*, "Great Explorers Series" *France in the New World*, "Discovery and Exploration of America" *Magellan*, "Great Explorers Series" Recording: *Adventures in Negro History - Side 1*
Experience has shown that better results are obtained by having the students read widely before specific questions are given. Since the emphasis here is on knowledge, consistently encourage the students to notice reference to such records as: • Logs • Journals • Letters • Maps • Books	5. After the students have had several reading periods, let them exchange some of the events they have read about. Distribute the following study questions to the students. Tell the students that this information will be needed for future discussions. Suggested study questions: • From where did they come? • When? • Who financed the expedition? • For what were they searching? • Where did they explore? • What problems did they have? • What records did these people leave? • What else do we know about these people? • What happened as a result of their efforts?

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
Exchanging information Call to the students' attention the fact that they gain knowledge through the exchange of information by asking such questions as: • How many explorers did each of us study? • How many do you know about now?	6. When the groups have had several periods of reading, select with them a reasonable date when they will be prepared to discuss several questions. For example: How many of you will be ready by Wednesday to discuss where your explorer came from and what he was seeking? Pacing the reading and the exchange of information helps to give fifth-graders milestones by which they can judge progress on a task. Avoid reports. Rather, encourage a number of students studying different explorers to contribute information on a particular question. Chart as the students provide the data.
Organizing information	7. As factual information is given, help the students decide what is most relevant, discarding interesting but trivial detail. The chart shown below is one example. The content should come from the students in your class and will differ somewhat in every class.

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

PEOPLE	FROM	TO	WHEN	REASONS/ASSISTANCE	PROBLEMS	RESULTS
Columbus	Spain	San Salvador	1492	Knew sailing To reach Indies Knew world round Test his plan of sailing west Help from King and Queen of Spain	No money or ships Disease, fear of crew No wind Damaged boats Few tools	Found land, natives Told stories in Spain Colony on Bahama Islands Land claimed by Spain Sailors became braver Age of discovery begins
Cabot	England	Newfound-land	1497	To find western route Trained in sailing and geography Help from English King	Tiny ships Fresh water shortage Wrong winds No riches found	Knew he had reached strange land Many men came to fish near Grand Banks Thought he was a failure
Magellan	Spain	Philip-pine Islands	1519	To find waterway around S.A. Profits Help from Spanish King	1 ship lost, 1 home Crew would not follow orders No drinking water Food ran out Men sick & dying	Found strait at tip of S.A. First to sail around world Another way to Spain Proved the world was round Helped natives/Magellan killed Crew went on to Spain
Esteban	Spain	Florida Texas, New Mexico	1528 - 1536	To search for gold and pearls	Supplies failed to come Boats wrecked Drownings	Laid basis for Coronado's expedition Made friends with Indians Gave Spain claim to Texas and New Mexico
Cartier	France	St. Law-rence River Area	1534	Route to China Northwest Passage Gold, silver, new land Knew the N. Atlantic	Scurvy, cold Men died	Land claimed by France Named the land New France Told people about fur-bearing animals King promised money for second voyage

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task, see the introductory material.	8. As sections of the chart are completed, encourage the students to make some inferences and to formulate some limited generalizations from the data. For example, in looking at the first four columns, ask: 1) What can you say about these five explorers from just this much information? 2) What differences do you notice in their reasons for exploring? 3) How do you account for these differences? 4) What seems to be the same about their reasons? Responses from average fifth-grade classes: • Most of the explorers we've studied came from Spain. • Everyone was looking for a way to get to China or India by water. • They were all looking for ways to get riches. • It seems like they all needed help from the King. After the chart is completed, have students studying the same explorer meet in pairs to list items that answer the question: • After the exploration of ... what did people know that they had not known before? Have the pairs (studying the same explorer) form groups of four to: • Consolidate their lists • Choose someone to report for the group Complete the last column on the chart as the groups respond to the

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
Students have had many opportunities for suggesting titles throughout the lower grades. Suggestions for evaluating titles will be given in Unit II. The responses of ten-year olds will represent a range in both abstractness and inclusiveness. At this point in the year's program, the purpose of the activity is to encourage the students to begin to generate ideas about new content. Suggestions for evaluation of generalizations will be made later.	question about new knowledge. Ask: · What shall we call this last column? · Why do you think that is a particularly good heading? Tell the students to look at the whole chart. Ask: 5) What can you say about the early explorers? Frequent responses have been: · They came from different places and found different things. · The explorers were interested in wealth, but mostly they made other discoveries. · Even if the explorers didn't find what they were looking for, they added a lot of new knowledge about the world. 9. Let each student map the explorers' voyages on a desk map of the world. Name the continents and oceans. Suggested references: *Story of Our Country, The,* (Ver Steeg), pp. 59, 74, 88, 107 _____ pp. ____ _____ pp. ____

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
	Draw a sailing vessel of the times on colored construction paper, a different color for each man. Place on the explorer's route. Put an arrow at the point of departure and an X at the place where each explorer landed. Provide the students with (or have them make) folders in which to keep such items as maps, written work, and art work. In Unit III, they will begin to organize the contents of the folder into a notebook.
Map skills	10. Begin a large wall map on which the students can make entries throughout the year. Use a projector to provide the outline for the map. Let the students enter the claims made by Spain, France, and England as the result of the explorations studied.
	11. Have the students contrast a map of the known world of Columbus' time with a map of today's world. Suggested References: *Story of American Freedom, The,* (McGuire), p. 31 Ask: • What differences do you notice?

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
	• If Columbus had drawn the map, how do you think he would have drawn it? • How do we know what Columbus said or thought about the land he explored?
	12. Let the students who have been reading about Americus Vespucci tell the class • What knowledge Vespucci added to that about Columbus' discovery • How Vespucci reported what he had learned on his voyages
	13. Show the motion picture *The Story of Christopher Columbus*. Ask the students to watch to find out: • What did Columbus know that helped him • Where did he learn this • If Columbus knew this, why didn't others Alternate Activity: Read *The Story of American Freedom*, (McGuire), pp. 13-17. Ask: • What did other men know or invent before Columbus' voyage? • How did he learn this information? • How did this help him?

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
Constructing a time line	14. Plan the construction of a time line which could be used throughout the year. Let the students enter the dates of Viking explorations and those of the other explorations studied. A most effective time line can be made of wire using small drawings depicting an event, pasted on cardboard, and attached to the wire with a paper clip for easy correction of mistakes. A practical, easy-to-store one, when space is limited, is the mural-type on butcher paper, with large accordion pleats for flat folding or standing up along a shelf.
Inferring and Generalizing Time lines and maps act as retrieval charts when the data on them is used to make inferences or generalizations.	15. Ask the students to look carefully at the time following the Viking explorations and then at the time following Columbus' explorations. Ask: 1) What difference do you notice? 2) How do you account for the difference? Additional questions will undoubtedly have to be asked to help the students speculate about a number of factors, for example, written records being circulated, many people eager for information because of trade. Such questions as those listed below may be useful: • Who was interested in "your" explorer's trip? • How might this be important in spreading the news?

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
	• What records did "your" explorer keep? • How might this be important in spreading the news?
Intake of information	16. Show the motion picture *Navigation: Tool of Discovery.* Ask the students to watch to find out: • What ideas about travel were developed • How were these ideas recorded?

Alternate Activity:

If the motion picture is not available, let a volunteer read and tell the class about Prince Henry the Navigator and the school he established.

Suggested References:

Text:

Story of Our Country, (VerSteeg), p. 44

_____ p. _____

_____ p. _____

_____ p. _____

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
	Other: *Discoverers of the New World*, (American Heritage), pp. 14, 16 Encyclopedia
Inferring and Generalizing For a full statement on this task, see the introductory material.	17. List on butcher paper the inventions students remember from the film. Ask: · How were these important to explorers? · How was communication important?

Modern exploration uses modern means for recording information. Much information is made available through modern means. In the following sequence (Act. 18-20), the students consider the knowledge necessary to place a man on the moon.

Intake of information	18. Have the students work in pairs to gather information on exploration today. The areas of immediate exploration are space and ocean depths. However, if some students are interested in other areas of exploration, encourage them to find out more about that field of interest. Suggested study questions: · What area is being explored? · What knowledge and materials do the explorers need in order to get there?

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities
	· From what different countries have we gained knowledge? · What do the explorers hope to find out? · How will the new knowledge be recorded? · How will the new knowledge reach the people? · Who is financing the expedition? Encourage the students to suggest ways they can get the most recent information such as current magazines and special publications. Suggested References: *Big Dreams and Small Rockets*, (Lauber) *Moon for Young Explorers, The*, (Fenton) *Satellites in Outer Space*, (Asimov) *Space Flight and How It Works*, (Gottlieb) *This Is Cape Kennedy*, (Sasek) *Wonders of Flight*, (Wells)
Inferring and Generalizing For a full statement on this task, see the introductory material.	19. Let the pairs of students each identify one piece of knowledge that was learned on one flight (or in a laboratory) that was an important factor in the next flight, or stage. Give the students an opportunity to share their decisions. Ask: 1) In what ways are present day explorations like the explorations of the explorers we have studied? Continue questioning until the students suggest many kinds of commonality, for example, knowledge from many different countries, importance of communication, all the people contributing money through their government.

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes for the Teacher	Learning Activities
	2) How are they different? 3) How do you account for the difference? 20. Let the students plan an on-going bulletin board organized to show new knowledge and inventions. This should be kept up-to-date at all times. Keep asking: • How was this new knowledge communicated?
Inferring and Generalizing For a full statement on this task, see the introductory material.	Conclusion Display the list of inventions (Act. 17) and the chart developed in Act. 7. Direct the students' attention to the list and the last column of the chart (New Knowledge). Ask: • When you look at the inventions that took place before Columbus sailed and the last column on our chart, what idea do you get about knowledge? Typical responses from average fifth-grade classrooms: • Columbus couldn't have sailed if he hadn't had maps. • Columbus depended on what other people had found out.

UNIT I

MAIN IDEA: NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS.

Organizing Idea: New knowledge and inventions encouraged world exploration during the fifteenth century.

Notes to the Teacher	Learning Activities

- It seems like each of the explorers knew something from someone who went before him.
- People learn or invent something and they tell other people and they get ideas. That's the way people keep learning and inventing.

Return the papers the students wrote in the Opener.

Discuss their responses by asking:

- How many of you included the people who made the discoveries on such things as:
  - Materials
  - What certain materials would do
  - How machines work
- How many of you included something about communication of information?

Ask each student to consider whether he could write a better statement now. Give them an opportunity to do so.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objective presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Applying generalizations (5)

f. Asking pertinent, penetrating questions (6)

g. Explaining cause-and-effect relationships (7)

h. Forming hypotheses (8)

i. Sensitivity to feelings and thoughts of others (9)

j. Conceptualizing one's own values (12)

k. Ability to relate one's own values to those of others (13)

l. Autonomous thinking (15)

m. Comprehension of concepts and generalizations about the various peoples studied in the unit, and about their environments (17)

n. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Contributing Idea:

1. People of the same racial group may differ widely in their life style.

Content Samples:

Hopi
Iroquois

Contributing Idea:

2. Colonizers establish much of their life style but also modify their behavior in the new environment.

Content Samples:

Virginia Colony
Massachusetts Colony
Pennsylvania Colony
New France

Contributing Idea:

3. People entering an established or dominant group make many modifications in their behavior. The modifications may be acceptable to the group or may be inacceptable leading to further problems.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Content Samples:

*Africans
Chinese
Czech
German
Irish
Italian
Japanese
Mexican
Norwegian
Polish
Puerto Rican
Scots
Swedish

Contributing Idea:

4. People of different ethnic backgrounds contribute to both the cultural and economic growth of a country.

Content Samples:

*Afro-Americans
Chinese
Czech
German
Irish
Italian
Japanese
Mexican
Norwegian
Polish
Puerto Rican
Scots
Swedish

---

* The total class will study the coming of the Africans to and their experience in America. Other cultures will be selected largely on the interests and needs of the class.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Contributing Idea:

5. The diversity of a nation's people is often reflected in its institutions and form of expression.

Content Samples:

Education	Music
Language	Dance
Religion	Art

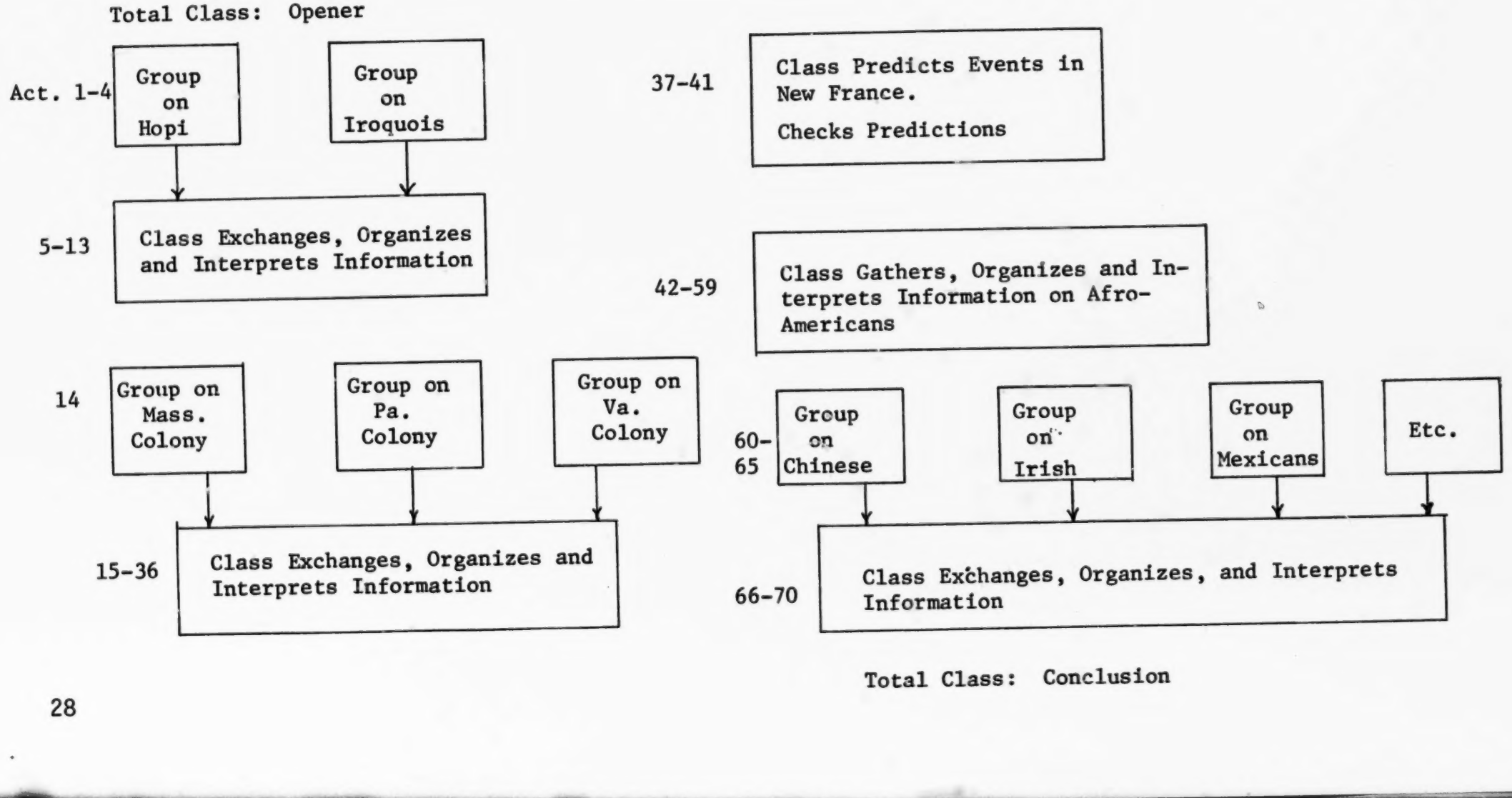
UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

SUGGESTED ORGANIZATION OF THE CLASS

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. The plan suggested provides for dividing the class into groups at those points where contrasting information is to be gathered in depth.



UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities

People of the same racial group may differ widely in their life style. Each group affects and is affected by contact with others. In this sequence (Opener-Act. 13), the students examine the life-style of the Hopi and of the Iroquois before contact with the European. They consider the contributions of the Indians and some of the changes that have taken place in the life-styles of those groups.

At this point the students usually reveal a rather superficial or ethnocentric definition of an American. For example:

- Americans salute the flag.
- People who are born here.
- Americans believe in freedom but in other countries people aren't free.

Students often generate ideas faster when they can talk the situations over with one another. Hence working in pairs rather than as a total class will be suggested occasionally to raise the level of productivity.

Evaluation Exercise follows Act. 1

Opener

Ask the students to think for a moment about what comes to mind when they hear the question:

. What is an American?

Let the students work in pairs to list all the things that come to their minds.

After two or three minutes compile the list on the chalkboard.

In order to facilitate the listing and yet give recognition to the work of all students, let one pair report. Then ask:

- How many had this item?
- Who had something different? How many had this? Etc.
- How many had this one?
- What did most of us think an American to be?
- How many different ideas did we have?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
The technique also provides an opportunity to pair children with different strengths - for instance, each pair should contain a member who can easily record the ideas generated. When asking for reports from teams early in the year, let the natural leader respond, permitting the more reticent student time to feel at ease in the classroom. Keep this list for use in Act. 13, 35 and 57. Have a couple of students who read and speak well read the following independently: *Indian Hill*, (Bulla) Tell them to read to find out: • When the story happened • What problems the Indian boy had The book will be used in Act. 11. Evaluation Exercise is located following Act. 1.	Duplicate the list and tell the students to put the list in their folders. They will be using it later in their study of Americans. Development 1. Recall from Unit I that the explorers found both a race of men and a land generally unknown to Europeans. Display a relief map of North America. Ask: • What can you tell me about this land from looking at the map and from what you already know? • Where do you think the Indians lived? What makes you think they would live in those places? Have the students check their responses in their texts. Text Suggestions: *Living in the Americas*, (Cutright), p. 13 Title: _____ p. _____ p. _____ p.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

Opener

Question --- "What is an American?"

If the students note down their answers before sharing them in a discussion, they may later be collected and evaluated on the following criteria:

1. Inclusiveness

That is, the extent to which a student includes some reference or allusion to all of the groups they are asked to summarize. Answers may be categorized as:

a) Those that cover all groups, accurately.

b) Those that include accurate reference to all but one of the groups referred to.

c) The remainder.

2. Abstractness

Answers that contain abstract words, that is, words that refer to qualities or attitudes which are not amenable to sensory experience are generally considered to involve higher level thinking than those that refer to concrete items, providing they are accurate and are not vague. The following categories are suggested:

a) Responses that have more than one abstract word in them, e.g., "....who believes in equality ..", or "justice" or, "right" (in its abstract sense). Do not count words that are either vague or unclear.

b) Responses that have one abstract word.

c) All other responses.

3. Comparisons

Students who spontaneously refer to other peoples in order to highlight or explain a point and who do this effectively are usually considered to be thinking more flexibly than those who confine themselves to the data in front of them.

a) Group together those responses that have a spontaneous reference to another culture or another way in order to better explain meaning.

b) Group together all the rest.

4. Ethnocentrism

Some students have learned a racial or cultural bias which may be revealed in responses to situations like these. Do not comment at this stage but simply categorize responses as follows:

a) Group together and tally all responses that show evidence of this characteristic.

b) Group together all other responses.

Possible Use of Results

1. Note the size of each of the groups in each category and note changes between this activity

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTING OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture.

Evaluation Exercise

and Act. 5. At that point it will become more clear where remedial work is indicated.

2. List each student's name down a page margin and check against each name and under headings of Inclusiveness, Abstractness, Comparisons, Ethnocentrism, the group into which the student falls (e.g., Top, Middle or Bottom for most) and prepare to give individual attention where consistently low level responses are made.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

Learning Activity 1

Explaining (Inferring and Generalizing)

This exercise applies to the last part of the second question: "What makes you think..." The criteria listed below may be applied either to individual pupils - if each is asked to write an explanation - or may be noted as they occur in class discussions, by use of a checklist.

1. Use of factual information. The number of facts used in an explanation may be noted, e.g., "The map shows deserts in the southwest." In addition, each fact may be evaluated as to accuracy and relevance. (Objectives 7 and 17)

2. Use of hypotheses, e.g., "I think they'd want to have flat land." The number of hypotheses used may be noted as well as their relevance and plausibility. (Objectives 7,8)

3. Logical coherence. The relationships between facts and/or hypotheses and the event to be explained may be judged as to their logical adequacy. (Objective 7)

4. Tentativeness. The extent to which pupils indicate the possibility of fallibility in explanations as opposed to dogmatism may be noted. (Objective 7,16)

The criteria may be organized as follows:

		John	Mary			
Facts	Accurate	//	/			
	Inaccurate					
	Relevant	/	/			
	Irrelevant	/				
Hypotheses	Relevant	//	//			
	Irrelevant					
	Plausible	/				
	Implausible		//			
Logic	Clear					
	Unclear	/	/			
	Fallacious					
Tentativeness			//			

Suggested Uses

If this exercise is repeated frequently when pupils are asked to provide explanations, their growth can be noted. Remedial measures can be taken with the child whose explanations are consistently irrelevant or illogical. Care must be taken however, not to discourage pupils from attempting explanations.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Note whether the students limit their questions to those about food, clothing, and shelter, or whether they consider the importance of beliefs, customs, knowledge, and changes that have occurred.	2. Tell the students they will be studying two groups of Indians - the Hopi and the Iroquois. On their map of Indian groups have the class locate the Woodland Indians and the Pueblo Indians and examine the same area on a physical map. Ask: When you look at where the Iroquois lived, what can you say about his physical environment? When you look at where the Hopi lived, what can you say about his physical environment? List the responses of the students. Then ask: What do you think would be important to find out about these people? List the areas the students feel are important. 3. Plan to have part of the class read about the Hopi and part read about the Iroquois. The class may be organized in any one of a number of ways for this intake of information: • The teacher can read to part of the class and help them learn to take notes, while the rest of the class independently reads and views filmstrips. • The class may be divided approximately into halves with each group working independently on one of the Indian groups.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	• Part of the class may work independently on the Indian group of the individual's choice, while small clusters can view filmstrips and read to each other about a particular Indian group.
Exploring materials before making selection for a study in depth.	Display the material on both the Hopi and the Iroquois. Provide a period for the children to examine the materials before they commit themselves to studying one group in depth.
Intake of information Wide reading before looking for specifics	Have the students read widely for several periods to find the answer to the questions they felt were important and to the broad question: • What was life like for the particular Indian group you are studying? The length of time a group or individuals can read independently will depend on the students' ability and interest. Make any adaptations necessary for the class. TITLES FOR THE STUDY OF THE HOPI Texts: *Story of Our Country*, (Ver Steeg), pp. 22, 25 _____ _____ pp. _____ _____ pp. _____ _____ pp.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

Trade Books

Chi-Wee, (Moon). Average. Fiction.
Day in Oraibi - A Hopi Indian Village, A, (James). Easy. Set in modern times.
Hah-Nee of the Cliff Dwellers, (Buff). Average. Fiction. Lovely illustrations.
First Book of Cliff Dwellers, (Marcus). Easy.
Indian and His Pueblo, The, (Floethe). Easy. Many pictures. Present and older times.
Pueblo Indians, The, (Bleeker). Average. Covers most aspects of life.
Pueblo Indian Stories, (Gates). Easy. Paperback.
Pueblo Stories, (Dolch). Easy.

TITLES FOR THE STUDY OF THE IROQUOIS

Texts:

Story of Our Country, (Ver Steeg), p. 21

_____ _____ pp.

_____ _____ pp.

_____ _____ pp.

Trade Books:

First Book of Indians, The, (Brewster), pp. 136-144

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

Indians of the Longhouse, (Bleeker). Average. A great deal of good information.
Iroquois, (Estep). Average. A great deal of information.
Lightfoot, (Shippen). Average. Fiction. Includes clothing, shelter, and government.
Little Runner of the Longhouse, (Baker). Very easy. Surprising amount of information.
Wigwam Stories, (Dolch). Includes both Iroquois and Seneca stories.

TITLES FOR THE STUDY OF BOTH HOPI AND IROQUOIS

	Hopi	Iroquois
American Indian, The, (Fletcher). Average.	pp. 8, 9 Chap. V	p. 6 Chap. VII
American Indian as Farmer, The, (Morris). Easy.	pp. 24-29	pp. 30-33
Americans Before Columbus, (Baity). Difficult.	pp. 95-111	pp. 136-144
Art of the North American Indians, (Glubok)	General	General
Book of Indian Crafts and Indian Lore, The, (Salamon). Average to hard.	General	Good index
Hokahey, (Dorian-Wilson). Average to hard.	pp. 42-53	pp. 14-27
Indian Games and Crafts, (Hofsinde). Easy to average.	General	General

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from othercultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

	Hopi	Iroquois
Indians of the Americas, (Embree). Difficult.	pp. 187-222	pp. 161-186
Indian of the Americas, (National Geographic) Society). Difficult.	pp. 99-123	pp. 21-50
Indians of Yesterday, (Gridley). Average to hard.	pp. 45-53	pp. 11-21
Indian's Secret World, The, (Hofsinde). Average.	pp. 83-88	pp. 59-68
True Book of Indians, The, (Martini). Easy.	pp. 26-33	pp. 40-46

Filmstrips: *American Indian Today, The*
Story of the American Indian, The

4. When the class feels they have found the answers to the questions they thought were important and that they have a good idea of what life was like for their group, let the students share what they found out about the two groups of Indians.

   Give the students the following study questions. Let them review the material they have read or read further to get the information.

   - From where do scientists think the Indians came?
   - Where did (the group studied) settle?
   - What skills and knowledge did those Indians have?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	· What use did they make of their environment? · Who did the different jobs? · What beliefs did they have? · How were they governed? · What changes took place?
Organizing information	5. Let the students exchange their information. Avoid "reports." In preference, direct the exchange toward revealing the facts about: · Environment and how it was used · The knowledge and skills necessary to use the environment · The beliefs and rules the people had After a general exchange of information ask: · If we were to put this information on a chart, what different headings do you think we would need? Additional questions may be needed, for example: · What points did each group talk about? Reach a consensus with the group about what the headings of the chart should be:

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher

Keep this chart. It will be used in Act. 9 and Act. 10.

Leave space on the right-hand side for a column to be added in Act. 9.

Keep the chart. It will be referred to throughout the unit.

Learning Activities

Chart headings developed by fifth-graders have been:

	LONG AGO			TODAY
People	What the Land Was Like	How They Used the Land	Rules	Changes
Hopi				
Iroquois				

Group	Environment	Skills	Tools/Weapons	Beliefs
Hopi				
Iroquois				

Record the headings on butcher paper for a wall chart. The chart should be large enough to permit recording details necessary for the students' use in building generalizations and the print large enough for every child to read.

While some details are necessary, students usually want to enter too many. Emphasize that the chart is a reminder and need not contain everything they know. Attempt to get variety in each category. For example: not just every way an animal was used, but how animals, land, trees etc. were used.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	If the students have worked from wall charts in Grades Three and Four, the outline and headings of the chart might be duplicated. Let the students fill in their individual charts as the teacher works on the chalkboard. On all charts, leave enough space for additional information as motion pictures or filmstrips are seen. When the chart is complete, ask: · What title shall we give our chart?
Evaluation Exercise follows Act. 13.	6. Compare and contrast the two groups of Indians the students have been reading about. The questions must, of necessity, be adapted to the kinds of information the students have on their charts. However, do not limit their contributions to the data on the chart. Encourage them to use all the data they recall in making their inferences and generalizations. Suggested question sequence: 1) What differences do you see between the Hopi and Iroquois? If the children have had little experience in interpreting data, the question may have to be reduced to something more specific, for example: · What differences do you notice in their housing? · Why do you suppose their houses were different?

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Evaluation Exercise follows Act. 13. See also Act. 1.	2) Why do you suppose these differences occurred? Continue questioning until the students have recalled the important differences and as many causes as they think reasonable. 3) What things seemed alike about these two groups of Indians? 4) How do you suppose the groups happened to be alike in these things? If the students did not enter "change" on their charts ask: 5) What change has taken place in the Hopi? The Iroquois? 6) What do you suppose has caused these changes? Encourage the students to make generalizations that are justified by their data both on their chart and from reading. Ask: 7) From the information you see and what you know, what can you say about the Hopi and the Iroquois? Frequent responses from fifth-graders: · The two groups lived in very different kinds of places. · Each did some of the same things, like raising corn. · They each knew some special kinds of things that were right for where they lived. 8) If we were going to say in one sentence all that we've talked about, what might we say?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	From an above average fifth-grader: • Different groups of Indians probably came from Asia for the same reasons, but they settled in very different places; so the way they do things is really different.
Expression Evaluation Exercise follows Act. 13.	7. Let groups dramatize some of the situations covered in the research: • Planting corn, beans, and squash when Sunwatcher gives the signal (Hopi) • Preparing food for a celebration (Both groups) • Learning the "Hopi Way" from mother's brothers or their maternal grandmother • Making containers for food from material at hand (Both groups) • Children learning the skills of their people (Both groups) • Father and sons hunting turkey (Iroquois)
Decentering	8. Tell the children to think of themselves as Indian children and choose the group with whom they would rather live. Write a paragraph telling why. Do any of these papers express the idea that people prefer their way of life because it's the only one they know?
	9. Ask the students to think about what the land we call North America was like before the Indians came.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities
	Ask: What did the land have after the Indians came that it did not have before? Record the contributions of these two groups of people on the chart (Act. 5) See Appendix at end of this unit for facts on the American Indian.
Keep these charts. Additions will be made throughout the unit.	Start two lists that will be on-going throughout the year's program. Ask: • From the Indian groups you have studied, what names do you feel are important? Why do you think so? • What big idea (or ideas) about these two groups do you think we should remember?

Important Names	Big Ideas to Remember

Intake of information	10. Show the motion picture *Indian Boy of the Southwest*. Tell the students to watch to find out: • What old ways of the Hopi are being kept by this Hopi family? • What are the modern ways these Hopi are changing to?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Compare the information on the chart (Act. 5) with the information in the film.
Attitudes, Feelings, and Values Evaluation. If responses to question 8 are written, they may be grouped as: a) dealing with the effects of change on their own lives; b) describing specific incidents similar to the film; c) partly or wholly irrelevant. Subsequent questions may elicit more "a" responses.	Suggested question sequence: 1) What did you see in the film? 2) Which of these things is like something on the Hopi on our chart? 3) Which things are different? 4) How do you think (character) feels about the "new ways?" 5) Why do you think so? 6) Who has a different idea about how (_____) feels? 7) How do (other persons) feel? 8) Have you ever had something like this happen to you? 9) How did you feel? 10) Why do you think you felt that way?
Attitudes, Feelings, and Values	11. Have the student or students who have been reading *Indian Hill*, (Bulla), tell the story to the class. (Act. 1, Notes to the Teacher). Plan in advance with the students: • Which incidents they think are important to the story • How much detail they will give • Whether they will tell the whole story or only to a point If the story is to be used to examine an episode, have the students tell the story up to a point and read the episode to the students, for example:

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities

- Have the students tell the story of *Indian Hill* up to the point where Kee's mother received a letter from her friend Minnie Ruth telling her she is ill and asking her to return home. (Approximately p. 54)

- Read the episode beginning (Approximately p. 62):

  Father came from work. They sat down to supper. . .

  "Is your mind made up? Are you really going?

  "Yes," she said, "I have this chance to go with Emma and her husband. A chance like this will not come again."

Suggested question sequence:

1) What happened in the part of the story I just read to you?
2) How do you think Kee's father felt?
   Why do you think he would feel that way?
   Who has a different idea about how Kee's father felt?

Repeat the question, asking about Mother's and Kee's feelings.

3) Have you ever had something like this happen to you?
   How did you feel?
   Why do you think you felt that way?
4) What can you say about what happens when people have very strong feelings of loneliness?

Have each child write his own response to the following question and keep it in his desk.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	5) How do you think the story will end? Have the student who read the story tell the major events that end the story. Let the children check their predictions. Have the children discuss how and why the ending was different from some predictions.
The purpose of this activity is to emphasize that there were many different groups of Indians, each with a particular life-style.	12. Show <u>one</u> of the following motion pictures: *American Indians before European Settlement* *Children of the Plains Indians* *Indian Family of Long Ago* Tell the students to watch to find out: • Whether what they see happened before or after the coming of the white man • Where the Indians shown lived • What skills and knowledge these Indians had Suggested question sequence: 1) How were the Indians living in this film? 2) How do you account for the way they lived? 3) What did they have to know in order to live in their environment? 4) How were these Indians like or different from the Indians on our chart (Act. 5)?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Alternate References: **If none of the films is available, show one of the following filmstrips:** *Before the White Man* *Story of the American Indian*
Checking on earlier conceptions.	13. **Have the students examine the composite list they made in the Opener. Ask:** • **Do you have any different ideas now about what an American is?** **Let them make any additions they feel are appropriate.**
This bulletin board should be kept up-to-date throughout the unit.	**Begin a bulletin board on which news events related to problems and contributions of minorities can be displayed.**

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effortto establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

Learning Activity 5

Titles

The titles suggested could initially be written down by individuals first for sharing and discussion and later for evaluation purposes. The main criteria that can be used are similar to the first two of the Opener. They are:

1. Inclusiveness

   That is the extent to which all elements of the chart are covered. Group and tally in three groups.

   The most inclusive
   Those that omit one important element
   Those that omit more than one

2. Abstractness

   The same as in the Opener. It will usually be found that the short titles that have been rated high on inclusiveness also rate high on abstractness. Group and tally in three groups as suggested in the Opener. If no title contains two or more abstract words, then there will only be two groups.

Possible Use of Results

As for the Opener. Record results for the class and for individuals, and compare with the composition and size of groups for the Opener.with a view toward attempting by Act. 47.to improve the size of the top groups.

Learning Activity 6 - Discussion Question

Responses to the questions in this activity may be used as evidence of the attainment of objectives

The question which should be primarily used for evaluation is number 7 but several of the others may also be examined in a less detailed way. The following suggestions are offered for these questions:

Questions 1 and 3. Note the differences and similarities which students fail to cover. If these involve important elements such as Beliefs or Changes, students' attention should be drawn to them.

Questions 2 and 4 An Inclusiveness category should be used here to ensure that all important (predetermined by the teacher) reasons are given.

Question 7 Proceed as for the Opener. Since this is the major question of this sequence, responses should be written by each class member, then after the discussion, each one measured against criteria of Inclusiveness (the last of the three examples in the Unit would be the most inclusive; Abstractness (In the examples, "different", "some", "special kinds of things", "right" would be suitably abstract words); Comparisons (include all valid comparisons with other groups including the one to which students belong); Ethnocentrism (any derogatory remarks suggesting Indians are less able than us or that their lives are less satisfactory in some way would place a response in this category.)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

Learning Activity 7

Dramatization - Role Playing

Dramatic activities offer opportunities for teachers to check on the understanding students have about certain events and people in their study. In evaluating such an activity the teacher may use a checklist made up of the names of students in a column and several criteria across the top and then check against students' names each occurrence of a behavior that fits a criterion either in the dramatic presentation or in the comments that are made by the class about the presentation. The following criteria could be used for this exercise:

1. Inclusiveness (Objective 17)

   The extent to which, in the presentation or in the comments, all the important (pre-determined by the teacher) points are covered.

   Tally against a student's name each occurrence of an important point -- each important point would need a separate column.

2. Feelings and Attitudes (Objectives 9, 17)

   The extent to which these are accurately portrayed in gesture or by word.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this aspect of behavior.

3. Ethnocentrism (Objective 9)

   The extent to which students are showing by word or gesture that they are thinking and behaving as members of their own culture rather than as members of the group being portrayed.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this characteristic.

4. Errors (Objective 17)

   The extent to which students commit errors in the presentations which they do not correct in class comments.

   Tally against the name of each student each error he makes.

Possible Use of Results

1. Take steps through discussion and/or further intake to deal with important points that have been omitted (see Inclusiveness) and with any uncorrected errors.
2. Note class totals on Feelings and Attitudes and Ethnocentrism and both; take steps to deal with class needs as revealed by these measures.
3. Note for specific remedial attention those students with high Error and Ethnocentrism tallies.
4. Note changes in individual and group performance from this to similar activities such as Acts. 25 and 31. Substantial increases on criteria 1 and 2 and/or decreases on criteria 3 and 4 suggest improvement regarding objectives.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities

Man, in attempting to establish his life-style in new surroundings, usually makes some modification in terms of his new physical environment and the people with whom he comes in contact. In the following sequence (Act. 14-23), the students consider the problems the colonizers faced and some of the problems they created.

In this section on colonial life, two or three colonies will be studied. With a slower class or a small allotment of time for social studies, consider sampling only Virginia and Massachusetts. These will give the clearest contrasts and a great deal of material is available. For an example of a middle colony, Pennsylvania has been used in the past. New York also provides a contrast with the Massachusetts and Virginia colonies (settled by the Dutch, heterogenous population, etc.)

14. Tell the students that the class will now be studying about some of the settlers who came to North America quite some time after Columbus's voyages. Each person (or committee) is to act as a resource on one settlement and will share information with the whole class.

Plan to provide variety for each social studies period by some of the following activities:

- Reading stories, poetry, etc. about the colonies being studied for a part of each period
- Providing time for small groups to plan and execute murals, panels or dioramas of the colony. These should not be planned until adequate information has been accumulated
- Visiting museums
- Using a resource person
- Providing time for the exchange of information after every two or three days of research
- Showing a motion picture of one of the colonies studied
- Providing time for the students who are studying the same colony to meet and discuss the information they have found and the problems they are having finding information

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Academic skills that are useful in social studies	• Providing sessions in which those research skills that will assist the students in becoming more efficient in gathering information are emphasized, for example: How to read in several books for information on a given point (Text) _____ p. _____ _____ p. _____ How to take notes for later use _____ p. _____ _____ p. _____ How to use an encyclopedia _____ p. _____ _____ p. _____
Encouraging students to raise questions	When the students have selected a colony, ask: • What do you think would be important to know about these people? List the questions the class raises.
Intake of information	Have the students read several days for answers to their questions and the broad question: • What was life like for the people of the _____ Colony?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in thier colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Not every child will find the answer to every question. Emphasize the importance of: Sharing the sources of information with others looking for data Leaving their data sheets blank when they have been unable to locate information	After several days distribute a list of study questions to the class. Add any of those below that do not appear on the list of the students' questions: · When did they come to America? · Where did they come from? · Where did they settle? · What did they find where they settled? · What was the land like? · What was the climate like? · Why did they come? How many different reasons can you find? · What problems did they face? · What new problems did the Indians face? · What did they use for food? How did they prepare the food for eating? · What did they use for shelter? What was the outside of the house like? What was the inside of the house like? · What kind of clothes did they wear? Where did the materials come from? · What did they learn? How did they learn? · What was their religion like? · What rules did they have? Who enforced the rules? What happened when they didn't follow the rules? · What knowledge and skills did they bring with them? · What new skills had to be learned in order to live and to make a living?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Exchanging information	The reporting on research will be organized around related study questions. From the answers, comparisons and contrasts can be pointed up at the time of total class discussion. Let the students know ahead of time when certain questions will be discussed, as, "On Wednesday we'll be talking about questions about the land and climate. Be sure you have that information ready."
Helping students initiate study	If you feel your students need direction in getting started on these questions, or if they are weak in fact-finding skills, work with them through the first two questions. Give them a sheet with the questions and room for notes. Have them work from one basic text. Discuss how they might find the information by using the index and have them take simple notes when they find the information. Then have them use several different books to see whether more or different information is given on the same topics.

GENERAL COLONIAL PERIOD

America Begins, (Dalgliesh)
America Is Born: A History for Peter, (Johnson)
Americans, The, (Coy)
America's Frontier, (Clark)
And There Was America, (Duvoisin)
Colonial Craftsmen and the Beginning of American Industry, (Tunis)
Colonial Life in America, (Farquhar)
Colonial Living, (Tunis)
Everyday Things in American Life (1776-1876), (Langdon)
First Book of the Early Settlers, The, (Rich)
Growing Up in Colonial America, (Clark)
Home and Child Life in Colonial Days, (Glubok)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

Life in Colonial America, (Speare)
Long Ago in Colonial Days, (Johnston)
Making of a Democracy, The, (Hartman)

THE STUDY OF MASSACHUSETTS COLONY:

Texts:

Story of Our Country, The, (Ver Steeg), pp. 137-141

_____ pp. _____

_____ pp. _____

_____ pp. _____

Trade Books:

Ballad of the Pilgrim Cat. (Wibberley)
Boston Bells, (Coatsworth)
Christmas on the Mayflower, (Hays)
Coming of the Pilgrims, The, (Meredith)
First Thanksgiving, The, (Barksdale)
First Year, The, (Meadowcroft)
From Barter to Gold, (Russell)
How the Pilgrims Came to Plymouth, (Hall-Quest)
I Priscilla, (Hammett)
John Alden: Young Puritan, (Burt)
John Billington - Friend of Squanto, (Bulla)
Landing of the Pilgrims, The, (Daugherty)
Let's Find Out About Thanksgiving, (Schapp)
Let's Go to Plymouth With the Pilgrims, (Borreson)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

THE STUDY OF MASSACHUSETTS COLONY (Cont'd)

Massachusetts, (Carpenter)
Pilgrim Kate, (Daringer)
Pilgrim Neighbors: More True Pilgrim Stories, (Hall)
Pilgrim Stories, (Hall)
Pilgrims and Plymouth Colony, The, (Ziner)
Pilgrims Knew, The, (Pine)
Real Adventure With the Pilgrim Settlers, (Beals)
Rock of Freedom, (Gerson)
Squanto, Friend of the White Men, (Bulla)
Witchcraft of Salem Village, The, (Jackson)
With a Wig, With a Wag, (Cothran)
Thanksgiving Story, The, (Dalgliesh)
Puritan Adventure, (Lenski)

Filmstrips:

Colonial America: The Pilgrims at Plymouth Series
Old World Backgrounds
Voyage to the Mayflower, The
Exploring the Coast
Cutting Timber
Building a House
Family Life in Winter
Preparing Dinner
Growing Corn
Sickness and Remedies
Colonial New England
Colony of Massachusetts
Cooking in Colonial Days: A Williamsburg Kitchen
English Colonies in North America

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

THE STUDY OF MASSACHUSETTS COLONY (Cont'd)

Filmstrips:

How Colonial America Began Series:
The Meaning of Thanksgiving
Plymouth Girl
Thanksgiving

Life in Plymouth (skills)
Life in Plymouth Colony (good for dramatization)

THE STUDY OF PENNSYLVANIA COLONY

Texts:

Story of Our Country, The, (Ver Steeg), pp. 146-147, 160

_____ pp. _____

_____ pp. _____

_____ pp. _____

Trade Books:

Pennsylvania Colony, The, (Neal)
Tangle Britches: A Pennsylvania Dutch Story, (Peckham)
Story of the Pennsylvania Dutch, (Hark)
William Penn, Founder and Friend, (Haviland)
William Penn, Friend to All, (Wilkie)
William Penn, Quaker Hero, (Dolson)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

THE STUDY OF PENNSYLVANIA COLONY (Cont'd)

Filmstrips:

How Colonial America Began Series
Lost in Penn's Woods
Middle Colonies
Life in Early Philadelphia
Pennsylvania

THE STUDY OF VIRGINIA COLONY

Texts:

Story of Our Country, (Ver Steeg), pp. 124-132

_____ pp. _____

_____ pp. _____

_____ pp. _____

Trade Books:

America Begins, (Dalgliesh)
Fair Wind to Virginia, (Meigs)
Hatters, The, (Fisher)
Jamestown Adventure, (Hall-Quest)
John Smith, (Graves)
John Smith: Man of Adventure, (Cartwright)
John Smith: Man of Adventure, (Mason)
John Smith of Virginia, (Syme)
Pocahontas, (D'Aulaire)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from othercultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

THE STUDY OF VIRGINIA COLONY (Cont'd)

Pocahontas and Captain John Smith, (Lawson)
Silver Mace - A Story of Virginia, (Petersham)
St. George's Day in Williamsburg, (Hurd)
Virginia Colony, The, (Neal)
Wigmakers, The, (Fisher)
Windows on Williamsburg, (Walklet)
World of Captain John Smith, (Foster)

Study Prints:
Historic Williamsburg
Jamestown, Virginia

Filmstrips:

Life in Colonial Times Series:
- *Colonial Sports and Amusement*
- *Cooking in Colonial Days*
- *Craftsman in Colonial Virginia, The*
- *Family Life in a Colonial Town*
- *Plantation Life in Colonial Virginia*
- *Planter Statesmen of Colonial Virginia*

How Colonial America Began Series:
- *Powahatan's Tomboy*
- *Southern Colonies*

Jamestown and the Indians
"Unfree" Laborers, "Separate Colonies"

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Organizing Information	15. As the students begin to exchange information around a question (or a couple of related questions): • Record the most significant data on a chart. Help the students see that all the facts need not be recorded. The emphasis should be on variety rather than quantity. • When the data on the question (or questions) has been recorded for the two or three colonies studied, let the class compare and contrast the data. See the question sequence given in Activity 16. Because of the volume of information being dealt with, the average fifth grade will need help in setting up a chart. The children should become increasingly aware that the purpose of the chart is • To bring order to a large mass of information • To help them recall data quickly as they attempt to make inferences and generalizations about the data
Leave space on the right hand side of the chart for a column to be filled in in Act. 17. The Chart will be referred to in Act. 54.	The chart shown below is an example of categories that might be used. The teacher should expand or reduce the number of categories in relation to the ability of her particular class to handle data.

Colony	Who Was There Before a Colony Was Established	Who Came	Where	When		Why	Problems	Occupations	
				from	to				

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task, see the introductory material. Evaluation Exercise follows Act. 17. Emphasize the needs of people moving or making a significant change. This will be recalled in Act. 54.	16. Have the students compare and contrast the data entered. Suggested question sequence: 1) What differences or similarities do you notice about (the reasons groups came, or the problems, etc.)? If the students have not had much experience examining data charts or if they find interpreting data difficult, reduce the questions to: 1. What differences do you see and 2. What likenesses do you see? 2) How do you account for these differences? Similarities? Ask the question that is appropriate to the response to question 1. 3) What do you think might be the consequences of (having different reasons for coming, having to change occupations, having a population from many different countries, etc.)? 4) When you think about what we have been saying about (problems, varieties of people coming, etc.) what can you say about _____? Such questions as those listed below will probably need to be asked at the appropriate points in discussions: Column on Why People Came • What does it take besides a reason when you move to a new place? (money, transportation, opportunity) • What else did it take for the English to move completely out of the country? (permission by the government) • Who wanted colonies in Virginia and Massachusetts?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Column on Why People Came (Cont'd) • Why was the King of England willing to let people go to the colonies? • Who paid for the ships and supplies? • How were they going to get their money back? • How might this situation be a problem to the colonists? Column on Problems • What were the relationships with the Indians in each colony - at first and later? How do you account for the change? • Were any of the hardships related to the colony in which they lived, for example: Poor soil and severe climate in Massachusetts Schools provided only for wealthy children in Virginia No other neighbors for many in Pennsylvania
	17. When the chart has been completed ask: • What did the land now known as North America have after the colonists came from Europe that it did not have before? Have the students enter the contributions on the chart developed in Act. 15.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

Learning Activity 16

Inferring and Generalizing

Answers to the third or fourth question could be written down first and later discussed by the whole class. These statements can be used to judge the extent to which objectives have been met. The following criteria and procedures are suggested.

1. Inclusiveness (Objective 17)

   The extent to which all of the important (predetermined by the teacher) points have been included. Tally responses within the following categories:

   a) Statements that include nearly all of the important ideas.

   b) Statements that omit several important ideas.

   3) Statements that omit most of the important points.

2. Abstractness (Objective 14)

   An abstract word is one which refers to a quality or condition without tangible elements, e.g., "hardship", "not understanding", "learn new ways".

   a) Statements that include several (e.g., three or more) words. These words must be accurate, relevant and not vague. Examples of vague abstract words which would not be counted are: "Things would be different," "It would be funny."

   b) Sentences that include few (e.g., 1 or 2) abstract words.

   c) All other responses.

3. Comparison

   Note how frequently students make spontaneous comparisons between the groups being studied and other groups, e.g., "They had to get used to people who were different just like we do."

4. Tentativeness (Objective 16)

   This quality is a particularly desirable one when it is in a form which reflects recognition of the limitations that the data used place upon conclusions. Indicators of this quality are such words and phrases as "From what we read ...," "probably" and "might".

   a) Tally in one category all statements that include some elements of tentativeness in them.

   b) Tally the rest.

Possible Use of Results

1. Note the number of tallies in the top group (the a category) of each of these criteria and compare these results with those in Act. 20 and 52. A substantial increase suggests

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

progress toward objectives. In the meantime, work to increase these tallies through such devices as listing statements on the board and asking for assessments of the best and an attempt to explain choices; asking students to repeat statements to see if they can gather more important information; reminding them of need for tentativeness by asking them to check responses against data.

2. Note against each student's name some symbol for each group in which his response falls.

Note the pattern of change for each student between this and Act. 20 and 52 and plan remedial work for those who persistently score low.

A continuing record may be made of each pupil's progress throughout the various activities to which this exercise applies by using a format such as the following where check marks indicate the "top" or "a" group on each criterion and the numbers identify units and learning activities.

X		Inclusiveness		Abstractness		Comparisons		Tentativeness	
	Name	1.16	1.20	1.16	1.20	1.16	1.20	1.16	1.20
	Juan Ariola	✓	✓	✓			✓	✓	✓
	Peter Jones		✓						

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Concept Attainment. This activity differs from the previous Developing Concept task in that the strategy used is intended to achieve a particular concept - that of "colony." This task is referred to as Attaining Concepts, while the task in the Opener is referred to as Developing Concepts.	18. The purpose of this activity is to have the students achieve an understanding of the term "colony" as it applies to those established by the English in North America. Write on chart paper each of the examples to be used in the following strategy: 1) Have students read examples and non-examples of a colony. First student reads: Two hundred people sailed from New York to make homes for themselves on the island of Tobo. The government of the United States is sending someone to govern the island. The people will elect representatives to their local government. They hope to bring teachers from the United States to teach their children and workers to build homes much like those they had in the United States for they plan to be in Tobo the rest of their lives. Tell the students this is an example of a colony. The people are colonists. Second student reads: Many Frenchmen went into Africa to develop the resources. They established schools for their children and churches which taught the Catholic religion. Many of the African workers were taught to speak French. The people sent representatives back to the government in Paris.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Tell the students this is an example of a colony. The people are colonists. Third student reads: Tom Davis decided to leave the United States and to live in France. He is studying French so he can read the newspapers and learn all about the people he should vote for in the French elections. Tell the students this is a non-example of a colony. Tom Davis is not a colonist. Fourth student reads: A group of New Yorkers were tired of city life. They decided to build a small town in the mountains of California and to develop some of the mineral resources. These men have asked the United States government to lend them some money for the venture. Tell the students this is a non-example of a colony. The people are not colonists. Fifth student reads: A motion picture company has moved three hundred people to an island in the Pacific Ocean. They will film a movie that shows beautiful, tropical lands. After the film is over the actors and motion picture workers will return to Hollywood.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Tell the students this is a non-example of a colony. The people are not colonists. 2) Direct the students' attention to the examples. Ask: • What is alike in the examples of a colony? Continue discussing how the examples are alike until the students note that: - The colony is a group of people - A colony is away from the homeland - The colonists' allegiance is to the homeland - The colonists' plan to stay and to establish their way of life • How are the non-examples of a colony different from the examples of a colony? Continue discussing how the examples are different until the students note that: - One non-example shows people moving about in their homeland. - One non-example shows a single person moving to another country.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	- Also the single person is becoming a citizen of the country to which he has moved. - One non-example shows people who did not plan to stay. 3) Ask: From what you have learned by looking at the examples, what would you say the word *colony* means when we talk about colonies such as those the English established in North America? Continue the discussion until the students build a definition that contains the important elements. 4) Duplicate the following examples and ask the students to label them examples or non-examples of a colony: • Fifty scientists were sent by the United States to Antarctica to study how to survive in the severe cold. At the end of two years in this far-away land they were happy that the time they had planned to stay was over and they could head for home. • Several hundred Dutch people sailed from Holland to a land they named New Amsterdam after a city at home. They built homes that looked like those in the cities they had left. Their money was Dutch money, and the language and laws were those of the country from which they came.
Evaluation If each student writes his answers to the three examples before discussion they may be used to indicate the adequacy of concept attainment for individuals and the total group.	

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	• A very important mineral was discovered in the mountains of Utah. Hundreds of people from all over the United States moved to Utah in hope of finding work. Soon the small towns began to grow. More schools and churches were built. The people built new homes and hoped the mines would never close. Discuss with the students their decisions on the examples and non-examples and ask why they made the decision they did. Use the results as the basis for any further clarification.
Expression Decentering <u>Evaluation Exercise</u> is located following Act. 21.	19. Have each student write an imaginary daily diary of a colonial child for his folder. Have them include something that the colonial child was responsible for. As some of the stories are read, compare with a modern child's responsibility. For examples of diaries, see *America's Own Story*, (Deveraux), pp. 142-151.
Intake of information	20. Show the motion picture *Colonial Shipbuilding and Sea Trade*. Tell the students to look carefully to find out • How and where a new industry developed in the colonies

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	Suggested question sequence: 1) What did you see in the film? What were the feelings of the settlers when they saw the ship from England approaching? 2) Why do you suppose they felt that way? 3) What did the colonies send to England? 4) How do you think these supplies were important to England? 5) How do you think it happened that the colonists began to build ships? 6) What was England's attitude toward the trading activities of the colonists? 7) What might be the result of England's attitude?
A depth study of the Afro-American and slavery will begin in Act. 42. At this point he is being considered as one who came early to America and contributed to Colonial America.	21. List on the chalkboard the responses to the question: • What did the ships bring to the colonies? Now have the students meet in pairs to list what the colony they studied sent to England to pay for the things they received. Ask: • How did "your" colony produce all these goods? Let the students use their indices to find out about: • Africans who came to this country during the colonial period (Free men, slaves, indentured servants)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activites
Intake of information	• Europeans who came during the colonial period (Free men, indentured servants, prisoners) Ask: If both Africans and Europeans worked, what difference was there between their labor? Suggested References: Texts: *Story of Our Country, The*, (Ver Steeg), p. 160 _____ p. ____ _____ p. ____ Trade Books: *Pictorial History of the Negro in America*, (Hughes) Filmstrip: *From Africa to America* Show only those frames that deal with the African during the colonial period. Transparency: *Before the "Mayflower"* Teacher Reference: *Before the Mayflower*, (Bennett), pp. 29-47

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

Learning Activity 19

Diaries - Stories

A number of different criteria could be used to evaluate the diaries. Some teachers may wish to discuss with the class beforehand the kind of things which might be included. Others may simply announce the task, briefly clarify any problems that arise and then apart from a further reminder of the task, have them start writing. The results will be different in either case but it should still be possible to apply one or more of the following criteria.

1. Variety and Emphasis (Objectives 17 and 18)

   a) How many different items (activities, objects,etc.) are included?

   b) How many of the important (pre-determined by the teacher) items are included or, which important ones are omitted?

2. Abstractness (Objective 4)

   How many of the accurate statements are expressed in specific terms, e.g., "sew shirt," in more abstract terms (store food) in still more abstract terms (learn duties).

3. Feelings and Attitudes (Objective 14)

   As a separate analysis arising out of the analysis of Abstractness a note could be made of the number of times feelings and/or attitudes are mentioned.

4. Ethnocentrism (Objective 11)

   a) The number of inappropriate forms of expression and/or details that are based on the assumption of similarities in attitudes and way of life between colonial people and ourselves which do not exist.

   b) The number of patronizing or critical comments that indicate a form of ethnocentrism.

5. Precision/Qualification (Objective 16)

   The number of clauses that qualify or modify the principal clause by explaining or clarifying it, e.g., "We trade with Indians because....." Indicators are such words as who, which, that, because, so, that.

6. Comparisons (Objective 2)

   The number of comparisons that are made between "their life" and that of others, e.g., "Mother says we work harder than she did back in England."

7. Construction (Objective 17)

   a) The degree of coherence the diary or story has. At the lower end of the range would be a listing of discrete, or relatively discrete, items and at the upper end a well balanced and coherent statement. Three broad groups of stories (top, bottom, the

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

rest) could be formed and then further subdivisions of each of these groups made as they seemed appropriate.

b) The continuous relevance of the items to the topic. Some children wander away from the topic while others keep consistently to it. Again, to start with, two extreme groups and "the rest" can be formed.

Possible Use of Results

The method of analysis used and the interpretations of it depend on the objectives of the teacher.

To analyze the quality of the content in children's stories a teacher could:

1. a) Add up the number of different (and accurate) activities mentioned by each child and give bonus points for each abstract term (this will usually include attitudes and feelings), and for each comparison and each qualification with points taken off for ethnocentrism.

   b) Use the scores to place the stories in four or five groups; the two or three best ones, the two or three worst, the six or seven in the next best and next worst groups and the 11 or 12 in the middle.

   c) Record scores for future comparisons, note inaccuracies and ethnocentrisms for specific and immediate remediation; level of abstraction, and the incidence of comparisons and qualifications for broader treatment through discussions over a period of time.

2. Underline each abstract term, each comparison, and each qualification, and check each inaccurate and ethnocentric term. Then, also considering factors under 7 above, put them in groups by a general inspection of the papers. The suggestions in 1 c) above could then be followed.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Organizing information	22. Have the students enter on the time line started in Unit I: • The date for the founding of the three (or two) colonies studied • The dates they have found where Africans - or people of African descent came to the colonies Have the class enter the location of the three (or two) colonies on desk maps.
Class planning of murals Organization: The production of the murals can be by groups but the planning of the contents should be a class activity.	23. Let the class begin murals which reflect the learnings about each of of the colonies studied. Ask: What are (the two or) three colonies we have studied? What are some of the things about each of these settlements that we think are important to remember? List responses. Help each group responsible for a painting plan the most efficient way of working.

Colonizers attempt to establish their institutions. In the following sequence (Act. 24-36) the students examine the efforts of the colonists to maintain their religions, educational, and governmental institutions.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	24. Read the following to the class: There, in the wilderness, "they had no friends to welcome them, no inns to entertain or refresh their weather-beaten bodies." There were "no houses or much less towns." There was only the cold, gray water, the lonely stretch of wind-swept beach, and the dark and silent forest." From *Story of the American Nation*, (Casner), p. 51
Making hypotheses	Stop reading and ask: Because everything seemed so very lost at this point, to whom do you think they might turn for help? What makes you think so?
Checking hypotheses	After responses, read the following section: "What," Bradford asked, speaking for himself as well as the others, "could now sustain them but the spirit of God and his grace?" From *Story of the American Nation*, p. 51
Dramatization See Act. 7 for Evaluation suggestions. Decentering	25. A dramatization by the students who studied the Massachusetts colony can be used to depict the strict control the church had over the lives of the people, for example, punishment for wrongdoers. Through class reaction, explore how they feel about this type of discipline.

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Let the group who studied the Pennsylvania colony compare the Puritan idea with what the Quakers meant by "brotherly love."
	26. Some mature girls may enjoy reading *The Witch of Blackbird Pond* (and, incidentally, get a very good feeling for one of the New England colonies, Connecticut). Briefly, this is the story of sixteen-year old Kit Tyler who has been raised as an independent spirit by her grandfather in the West Indies. When he dies, Kit goes to live with her aunt's family. They are members of a strict Puritan community. Many conflicts arise. Finally Kit becomes involved in the fanatical witch hunting of New England and is tried by the community. Read chapter 19, which describes the trial, to the class. Ask: • What kinds of evidence did they bring against Kit? • Why was it hard to dispute this kind of evidence? (hard to prove or disprove, people were afraid and superstitious) Tell the children: For several centuries both Catholics and Protestants in Europe had believed in witches and wizards. But at the time when the colonists were persecuting what they called witches, elsewhere men were no longer believing very strongly in this form of superstition. Witch-hunting in the colonies reached a peak in 1692 in Massachusetts when nineteen men and women were hanged. Later the community repented and participated in a period of public fasting.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Have a student report to the class on *Tituba of Salem Village*, (Petry). Tituba was a slave who was accused of witchcraft.
Attitudes, Feelings, and Values Evaluation Written responses to question 8 may be evaluated using criteria of inclusiveness and abstractness as discussed in Act. 5 and 16. Note also the extent to which students are able to generalize to "people in general."	27. Have the class recall why the Pilgrims left England. Ask: 1) What happened to the people in the Massachusetts colony who did not believe as the Pilgrims or Puritans did? 2) Why do you suppose the colonists behaved in this way? 3) What do these reasons tell you about what was important to these colonists? 4) If you went to church regularly but lived next door to someone who never went to church, how would you treat that person? 5) What does this show you about what you think is important? 6) Who thinks he would behave in a different way? 7) What does this tell you about what you think is important? 8) What difference do you see in what people think is important?
Recall of information	28. Recall from earlier readings on colonial life what was learned about schools of that time: Which children went to schools? How did other children learn? Where were free public schools first started? How did differences in land and occupation affect education in

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities
	the northern and southern colonies?
	Suggested References:
	Home and Child Life in Colonial Days, (Glubok), pp. 114-183
	Texts:
	Story of Our Nation, (Ver Steeg), pp. 161-164
	_____ pp. ____
	_____ pp. ____
	_____ pp. ____
	Teacher References:
	"Educating the American Negro," (Clift, Virgil A.), in *The American Negro Reference Book*, (Davis, John P., ed.)
	"Education of Negroes Viewed Historically, The," (Low, W. A.), in *Negro Education in America*, (Clift, V.A., *et al.* eds.)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Organizing information	29. Chart on the chalkboard the information as the students give it, for example:

DATE	WHERE	WHO ATTENDED	WHO PAID
Colonial period	North	All boys and young girls	Everyone
	South	Boys from some families (wealthy children had private tutors)	Parents
	Middle Colonies	First school for black slaves in New York	Church group
		Schools in some towns and cities	Church groups

Expression	30. Organize groups of students to contrast schools of today and yesterday by one of the following: • Writing a story to go in the folders, for example: The Dame School

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities
	The Horn Book Colonial Schoolmasters and Modern Teachers • Constructing a diorama of colonial schoolroom and one for today showing the contrast. Suggested References: *How Schools Aid Democracy*, (McCabe), pp. 23-28 *Living in the Americas*, (Cutright), p. 80. Dame schools. *Story of Our Country, The*, (Ver Steeg), pp. 163-164. Horn book.
Dramatizing ways two societies organized to deal with problems. Evaluation procedures suggested in Act. 7 are appropriate here.	31. Set up a problem for the class to consider, for example: • How can we solve the problem of all groups wanting the tether balls at the same time? (Make the problem one that is relevant to the class situation.) Have the students who studied the Massachusetts colony organize the class into a town meeting. Let them discuss and take action on the problem. Have the students studying Virginia elect representatives from arbitrary groups (seating groups, reading groups, etc.) who elect single chairman or class president. Have the representatives discuss and offer a solution to the problem and take action on it.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	Discuss the different types of organization. Suggested question sequence: 1) Who participated directly in the town meeting? 2) Who participated directly in Virginia's type of government? 3) In what way did the rest of the class participate in Virginia's type of government? 4) How might one type of government be good for the Virginia colony and another for Massachusetts colony? 5) What can you say about the kind of government the colonists established in the new world?
32.	Direct the students' attention to the murals, dioramas, and writing they have done. Ask: • What did the English colonists bring with them? Ask additional questions that will help the class rise above minor details to the generalization that these people brought to America their own way of life which included: • The English language • Different religions • Their ideas of government and education • Their skills • Their values, such as attitudes about work, rights of others

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
This activity is most important to the understanding of later newcomers who moved into an established way of life.	• How did some of these ideas affect, or bring about, the two very different ways of living in the north and in the south?
Evaluation of murals by students	Add to the chart under Contributions. Have the students check their paintings to see whether they show these contributions. Ask: • How well does the mural show how people lived?
Inferring and Generalizing	33. Discuss the differences found in the (two or) three colonies. Suggested question sequence: 1) How was life in the Massachusetts colony different from life in the Virginia colony? Pennsylvania colony? 2) How do you account for these differences? You may have to ask additional questions here. The students will probably have a tendency to say, "Where you live decides what you do." At this point suggest that they think about the Indians who lived in the same area. Ask: Did they dress like the colonists? Was the climate the same? Then why do you suppose they dressed differently?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities

Typical responses from fifth-graders:

- They were used to doing a lot of those things back in England.
- There are lots of things that enter into how you live.
- People may have to change some things in new places but they keep a lot of their customs. These people were colonists so they really didn't have to change too much.

3) How might some of these ways of living cause difficulty between the Indian and the colonist?

Let the students contrast differing points of view between Iroquois and northern colonists about:

- Meeting basic needs of food, shelter, and clothing
- Living in villages to tend crops
- Family structure - clans - descent traced through women
- Government by a council of "sachems" appointed by the matron of each "family group"
- Religious beliefs - significance of dreams
- What type of person was valued highly - why this might account in part for their warlike nature (for other reasons read *The American Indian*, (Fletcher), pp. 66-67)
- League of the Iroquois - contrasted with "sovereign rights" idea of each colony as shown in the variety of governments established

MAIN IDEA: THE LIFE SYTLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	34. Let the students meet in clusters of three or four to discuss • What names should be entered in the chart "Important Names" (Act. 9) • What ideas about the colonists should be entered in the "Big Ideas" chart (Act. 9) 35. Have the students check the list developed in the Opener. Ask: • Do you have any new ideas to add? 36. Have the students refer to a map showing the other ten (or eleven) English colonies. Have them enter them on their desk maps. Suggested References: *Story of Our Country, The* (Ver Steeg), p. 150 _____ p. _____ _____ p. _____

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Filmstrip: *English Colonies in America*

The effort of a colonial power to establish its way of life is not limited to any one group of people. In the following sequence (Act. 37-41), the students consider the institutions and customs introduced by the French into New France.

Applying Generalizations This task provides the opportunity for students to apply previously learned generalizations to a body of data to infer what might logically occur in a new situation. This process of inferring consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (See introductory material for a full statement on this task.)

Keep a record of the suggestions the students make. They will be checked in Act. 39.

Evaluation Exercise follows Act. 37
See also Act. 1.

37. Have the students refer to their desk maps showing the land claims of France, England, and Spain (Unit I).

Tell the students that the King of France, a Catholic country in Europe, decided he must send colonists to America if he were to retain his claim to the land. Ask:

1) What do you think will happen in this land where the Indians live?

List all the suggestions the students offer. Select one that promises to be productive and ask:

2) Why do you think this will happen?
3) Does anyone have a different idea about what might happen? Why?
4) If as you predict (such and such) would happen, what might be the result of that?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

Learning Activity 37

Applying Generalizations

For evaluation purposes the categories listed below may be applied either to individual pupils - if each is asked to write his answer - or may be noted as they occur in class discussions, through use of a check list. (Objectives 5 and 8)

a) Use of the intended generalization? Is this clear (e.g., "Some of their ways of living will change," or must it be inferred by the teacher, e.g., "Things will be different."

b) Use of a different but appropriate generalization? Is this clear? e.g., "They'll have to fight for the land."

c) Use of generalizations which are inappropriate or over-generalized. Is the usage clear? e.g., "They'll all be friends," "They'll all be Catholic."

d) An answer in highly specific terms, e.g., "They'll grow corn," "They'll have towns."

e) Answers which are based on pupils' own experiences or reactions, e.g., "They shouldn't come," "They'll be glad because they can travel."

f) Answers which indicate inability to deal with the problem.

Suggested Uses

If this exercise is repeated frequently when pupils are asked to apply generalizations, their growth can be noted. Particular notice should be given pupils who are unable to respond at all since they are likely afraid to attempt such questions and may need encouragement. Although responses in categories d and e above should not be discouraged, one would expect children to show increasing frequency in categories a and b as the year progresses.

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

38. Let the class read to find out whether their predictions were correct.

Suggested References:

America's Own Story, (Deveraux), pp. 86, 87
Changing New World, The, (Cooper), pp. 51-61
French Explorers in America, The, (Buehr)
Living as American Neighbors, (Cutright), pp. 54-78
Pageant of Canadian History, The, (Peck). This is a Teacher Reference.
Picture History of Canada, (Owen)
Story of American Freedom, The, (McGuire), pp. 54-63
Story of Our Country, The, (Ver Steeg), pp. 84-93, 393-395
Where the Ohio Flows, (Crout), pp. 28-34

Show the motion picture *France in the New World*. Ask the students to watch carefully to check their predictions.

Alternate References:

Filmstrips: *History of Canada*
People of Canada, The

39. Have the students check:

1) Which of the predictions were correct?
2) Which of the predictions were incorrect?
3) How do you account for the fact that some things were different from the predictions?

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Analyze the paragraphs for evidence of ability to apply generalizations in hypothetical situations.	40. Have the class write a paragraph for their notebooks beginning with a sentence similar to one of the following: • If the Mayflower had sailed farther south where the Pilgrims had intended to land, ... • If the French habitants had settled along the Mississippi River, ... • If England had lost her claim to the land, ...
	41. Enter the New France on the desk map and the colony of Quebec on the time line started in Unit I.

People who came as either slave or immigrant contributed to the American culture even though they had little or no opportunity to establish their own language or institutions. In the following sequence (Act. 42-59), the students examine the contributions and problems of the Afro-American.

	42. Review from charts all the reasons why people have come to America. Discuss what reason would have to be added to the chart for the Afro-Americans. Remind the students that the first Africans who came to America were indentured servants and that a very few came as free persons; however,

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	the vast majority came as slaves.
Attaining Concepts Start two students reading the following: *Mary Jane*, (Sterling) and *My Brother Stevie*, (Clymer).	43. The purpose of this activity is to have the students achieve an understanding of the word "slave" as it applies to the institution of slavery in the United States. Write each of the examples and non-examples on butcher paper. Use the same strategy that was used to develop "colony" in Act. 18: 1) Have students read each example or non-example. After reading each sample tell the students, "This is an example of a slave" or "This is a non-example of a slave." 2) After the readings are finished, ask: • What is alike about the examples? • How are the non-examples different? 3) Have the students formulate a definition of "slave." 4) Duplicate the test samples and have the students label them "Example" or "Non-example." 5) Clarify or re-teach. Teaching: Slave examples 1) Mrs. Jones was sold to the Robinson family at the age of five

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	years old. She has lived with them and works for no pay ever since that time. Mrs. Jones has never known what it is like to be free. 2) Mrs. Jones' daughter, Angela, was born two years ago. She will live and work with the Robinson family also until she is sold to another owner. Teaching: Slave Non-examples 1) Mr. Hardy works for a boss he does not like. His boss knows that it would be very difficult for Mr. Hardy to get another job so he insists that Mr. Hardy work six days a week and from 6 AM to 7 PM each day. 2) Donna is very unhappy because her mother makes her work very hard. Donna must take care of her five brothers and sisters and clean the house each day - she barely has time for school. She would like to run away but knows her mother needs her help. Testing: Slave examples 1) The Washington family lives in the south and has a young girl living with them. She does all the household work and is not allowed to go to school. She can only do what the Washingtons allow her to do. She gets no pay for her work. 2) Jose lives in Brazil and belongs to a wealthy family who has a large home there. Jose does all the yard work for no pay and is not allowed any free time. He is trying to think of a way to escape from the family who owns him.
Evaluation See Act. 18.	

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Testing: Slave Non-examples 1) Mr. O'Neal, an Irishman, wants to come and live in the United States. He is very poor and has no money to make the trip so he has arranged to work five years without pay for Mr. Jeans who lives in San Francisco. In return for his work, Mr. Jeans will pay for Mr. O'Neal's trip to America and give him food and a place to live. At the end of five years, Mr. O'Neal will be free to do as he wishes. 2) John has a job in a car wash. He dislikes his work and, besides that, the dampness is bad for his health. However, he must stay there because the job pays better than most he could get and he needs the money desperately to pay for his wife's heart operation.
Intake of information The culture of West Africa (with emphasis on the Yoruba) is treated in depth in Grade VI as the students are examining the culture of the Aztec and the Spaniard in Pre-Columbian times, prior to their meeting in Middle and South America.	44. Show the filmstrip *From Africa to America* if it was not shown in Act. 21. Ask the students to watch to see: • What life was like for the West African in his homeland • How he was brought to America Alternate Reference: *Passage to America*, (Shippen), pp. 167-183

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Facing a dilemma	45. Read Dilemma No. 1 - "Slave or Free" in Appendix I for the students to get a picture of the difficult choice an African might face during the days of slave trade. Suggested question sequence: 1) What happened in the story? 2) What different things might Intibo do? 3) What might happen if he did each of those things? Why? 4) What would you do? Why? 5) What would be necessary for you to be able to do what you say you would do?
Intake of information	46. Let the students read widely on slavery in the United States. Ask: · What do you think would be important to know about slavery? List the questions the children raise. After reading, viewing filmstrips, and listening to records for several days, distribute the following study questions: · Where in the United States were slaves found? · Where did free Africans in the United States live during slavery? · What was life like for a slave? · What was life like for a free African in the United States during slavery?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities
	Suggested References: The Study of Slavery in the United States Texts: *Living in the Americas*, (Cutright), pp. 132, 135, 149-151 *Our Changing Nation and Its Neighbors*, (Wann), p. 90 *Story of Our Nation, The*, (Ver Steeg), pp. 160-161 *United States and Canada, The*, (Barrows), pp. 89, 91, 96 Trade Books: *Canalboats to Freedom*, (Fall) *Frederick Douglass: Slave-Fighter-Freeman*, (Bontemps) *Freedom Train: The Story of Harriet Tubman*, (Sterling) *Give Me Freedom*, (McNeer) *Slavery in the United States*, (Ingraham) *Worth Fighting For*, (McCarthy) Filmstrips: *"Unfree" Laborers* *Negroes: Slavery*, "Minorities Have Made America Great"
Organizing information Leave room on the chart for an additional column on contributions.	47. Help the students organize their information into a chart. Ask: 1) What do you know about slavery?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities

List on the chalkboard the items students give about slavery. Then ask:

2) Which of these items do you think we could put together for discussion?

As the students suggest groups write them on butcher paper in columns. Ask:

3) What shall we call these groups?

Typical charts suggested by fifth grade students:

Hardships of Slaves	Things Slaves Did	People Who Helped
Hard work No pay Family might be separated	Revolted Ran away	Harriet Tubman Frederick Douglass

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities

Jobs of Slaves	Way Slaves Lived	Heroes
Work in fields Bricklayer Blacksmith Housework Foremen	No furniture Poor food No pay	Harriet Tubman Nat Turner John Brown

After the chart is complete, ask:

- What title shall we give our chart?

Evaluation See Act. 5

Attitudes, Feelings, and Values

48. Discuss slavery with emphasis on what people value.

Suggested question sequence:
(Adapt the questions to the way in which the students organized the chart.)

1) When you look at the column labeled "Things Slaves Did" (or column labled "Heroes") what reason or reasons do you think the people might have had for doing the things they did?
2) What do these reasons tell you about what was important to them?

Repeat questions 1 and 2 for several reasons the students may have given.

UNIT II

MAIN IDEA : THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	3) If you were told by a schoolmate to pay a quarter so no one would hurt you, what would you do? Why? 4) What does this show about what you think is important? 5) What differences do you see in what all these people think is important?
Expression Evaluation See Act. 19 for suggested criteria. Note particularly expression of attitudes and values appropriate to the "fictitious writer" as evidence of decentering.	49. Provide an opportunity for the students to do some creative writing. Children might try writing letters: • From free Africans to former masters • From plantation owner to cousin in North • From slave to Harriet Tubman • From southern white describing a slave rebellion to a northern friend OR Try writing some poetry. Samples of writings by fifth-graders in an inner-city school: See how hard they work... All lost children work so hard. Living all alone. * * *

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities

All the saddest slaves...
They will try to run away
By secret railroad.

* * *

If I were a slave...

I would hate to be a slave. I would try to run away and when my master took me to church I would go to sleep. I would eat off the ground. I would steal from my master. I would cry if he sold my mother. I would go to my grandmother's and say, "How could I see my mother again?"

* * *

If I was a slave, I think it would be sad to wear sacks for clothes and be barefooted. I would not want to do all of that work and not get any pay for it. It would not be very good to get whipped and scolded just because you did something wrong or went to sleep. If I were to run away to the Underground Railroad, I think that it would be very scary and dangerous. If I got caught I would not try to get away from them. I would just let them take me back to slave quarters. If I had a nice master I would not try to run away but if I had a mean master I think that I would really do what he said. Because if I would run away from him he might catch me and really beat me hard.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Facing a dilemma Evaluation Note particularly responses indicating understanding of the limits placed on choice as a result of belief, aspirations and circumstance. Evaluation Exercise follows Act. 53.	50. Read Dilemma No. 2 - "Slave or Free" in Appendix I for the students to get a picture of the difficult decision that had to be made when a slave was offered his freedom. Suggested question sequence: 1) What happened in the story? 2) What different things might Mr. Carver do? 3) What might happen if he did each of those things? Why might that happen? 4) What would you do? Why? 5) What would be necessary for you to be able to do what you say you would do?
Intake of information Do not get involved in a study of the War between the States. The emphasis here is on the freeing of the slaves.	51. Have the students read and view filmstrips to find out: • How and when the slaves were freed • What problems the Afro-Americans faced when they were free Suggested References: Texts: *Story of Our Country, The,* (Ver Steeg), pp. 338-343, 350-351 _____ pp. ____ _____ pp. ____

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Filmstrips: *Emancipation Proclamation* *Reconstruction* *After the War*
Organizing information Consolidation of data in small groups can greatly reduce the time needed for reporting and at the same time decrease the amount of repetition.	52. Let the class work in pairs to list the things the Afro-Americans did to help the Union in the War between the States. Let pairs form groups of four to: • Consolidate their lists • Choose a person to report for the group List the contributions of the groups on the chalkboard. In order to facilitate the sharing, after the first group has reported ask: • How many groups had some of these items? • Who has something different to add? At this point let the students suggest the contributions the Africans had made from the time they first landed until their freedom. Fill in the column on the chart (Act. 47). The students may at first recall only heroes, poets or scholars. Additional questions will probably have to be asked to remind ten-year olds of: • The contribution of labor in a land where much hard work had to be done if it were to grow
Inferring and Generalizing See Act 1. for evaluation suggestions	

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Have the students look at their murals of the three colonies. Ask: • Does your mural show the contribution of the Africans during the colonial period? • How do you account for the fact that often these contributions are not shown? Have the students examine their texts. Which show or tell about the contributions of Africans during the colonial period? Let the students enter the content they feel should go into the colonial murals and enter the date of the Emancipation Proclamation on the time line.
Attitudes, Feelings and Values	53. Ask children: "As you look around your block or neighborhood at home, is everyone the same race or color as you?" Show one of the following motion pictures: *Boundary Line, The Toymaker,* or *Brotherhood of Man.* Suggested question sequence: 1) What happened here? 2) Why do you think this happened? 3) How do you think the person involved felt when this happened? 4) Has anything like this ever happened to you? 5) What was good or bad about this situation? 6) What makes you think it was (good, bad)?

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercice

Learning Activity 50

Attitudes, Feelings and Values

Questions such as these, which explore children's reactions to choice or conflict are particularly useful in assessing feelings and attitudes. Each pupil may be asked to write his answers to one or more of the questions prior to discussion or a checklist may be used to record instances during class discussions. In either case, the following criteria are suggested.

1. Ethical Concern (Objective 11)
(Especially Question 2)

The following categories may be used to group or note responses.

a) Expedient The problem is solved as easily as possible without regard to ethical concerns or by referral to other authority, e.g., "He should go," "He should ask his master what to do."

b) Acceptance of rules Adherence to particular rules is considered the desirable solution, e.g., "Freedom is always best," "He should do what his friends do."

c) Concern for participants An attempt to reconcile opposing viewpoints, e.g., "He could talk it over with his family," "Maybe the master wouldn't have to tell and he could stay and be free."

2. Sympathetic Response (Objective 11)
(Especially Questions 1 and 4)

a) Punitive toward person(s) involved, e.g., "His master is mean, I'd hurt him," "He's chicken to stay --I wouldn't."

b) Neither punitive nor sympathetic.

c) Sympathetic or supportive of person(s) involved, e.g., "He's worried about his family," "The master thinks slavery isn't good or he wouldn't give up a good worker."

3. Rationality (Objective 8)

The degree to which "problem solving" is applied to the situation.

a) Only one solution is suggested throughout the series of questions. Pupil gives no evidence of awareness that his solution may be imperfect or that others of equal merit are possible.

b) Pupil indicates two alternative solutions without elaboration.

c) Pupil indicates more than two possible solutions and/or indicates willingness to consider other options (esp. in Question 4 and 5).

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Evaluation Exercise

Possible Use of Results

Comparisons may be made with similar exercises later in the year. One would, in general, hope to see substantial increases in frequencies in the latter categories of each criterion indicating that pupils became more 'ethical' in the sense of progressing from simple expediency to acceptance of rules to concern with the implications of rules for those involved and that they become more sympathetic to persons in a conflict situation and more flexible in developing solutions.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UF THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes of the Teacher	Learning Activities
Inferring and Generalizing Evaluation See Act. 1	54. Have each student write his response to the question: • When you look at our charts and murals, what idea do you get about slavery in the United States?
Intake of information	55. Have the students recall what the colonists needed as they came to America (Act. 16). Ask: • What do you think a slave who had been freed needed to move? • What new difficulties did he face? • What was being done about some of his problems? • Who was doing something about the problems? Have children start reading biographies of famous Afro-Americans and fiction Afro-Americans. The fiction will consist mostly of "problem" stories. You may want to have children give written book reports or oral reports. In a written report, include both fact and feeling questions.
These materials, both factual and fiction, are merely suggested. Other materials to be found in the local library might be just as usable No teacher could possible use all of them.	Suggested References: The Study of Afro-Americans Following the War between the States General: *Christmas Gift*, (Rollins) *Color of Man*, (Cohen) *Dream Keeper and Other Poems*, (Hughes)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

Famous Negro Heroes of America, (Hughes)
Pictorial History of the Negro in America,
Together in America, (Johnston)

<u>History and Background Books</u>:

Barred Road, The, (De Leeuw)
Bimby, (Burchard)
Booker T. Washington, (Graham)
Born to Play Ball, (Mays)
Brady, (Fritz)
Breakthrough to the Big League, (Robinson)
Bright April, (de Angeli)
Call Me Charley, (Jackson)
Carol from the Country, (Friedman)
Charley Starts from Scratch, (Jackson)
Dr. George Washington Carver, (Graham)
Easy Does It, (Wier)
Egypt Game, The, (Snyder)
Empty Schoolhouse, The, (Carlson)
Famous American Negroes, (Huges)
Famous Negro Athletes, (Bontemps)
Famous Negro Heroes of America, (Hughes)
First Book of American Negroes, (Young)
George Washington Carver, (White)
Guide to African History, A, (Davidson)
House of Dies Drear, The, (Hamilton)
Jennifer, Hecate, Macbeth, (Konigsburg)
John Henry, (Keats)
Ladycake Farm, (Hunt)
Lillie of Watts: A Birthday Discovery, (Walter)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

Little League Heroes, (Bishop)
Little Vic, (Cates)
Lonesome Boy, (Bontemps)
Mamma Hattie's Girl, (Lenski)
Mary Jane, (Sterling)
Mary McLeod Bethune, (Holt)
Melindy's Medal, (Faulkner)
Negroes Who Helped Build America, (Stratton)
Noonday Friends, The, (Stolz)
North Town, (Graham)
Project Boy, (Lenski)
Project Cat, (Burchardt)
Ralph J. Bunche: Fighter for Peace, (Kugelmass)
Roosevelt Grady, (Shotwell)
Sad-faced Boy, (Bontemps)
Skid, (Hayes)
Story of the American Negro, The, (Miers)
Story of the Negro, (Bontemps)
Street of Flower Boxes, The, (Mann)
Striped Ice Cream, (Lexau)
That Dunbar Boy, (Gould)
Trumpeter's Tale: The Story of Young Lewis Armstrong, (Eaton)
We Shall Live in Peace, (Harrison)
Wonderful, Terrible Time, A, (Stolz)

Motion Picture:

Negro Heroes in American History

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities
	Filmstrips: *Dr. Ralph Bunche*, "American Negro Pathfinders" *General Benjamin Davis, Jr.*, "American Negro Pathfinders" *Dr. Mary McLeod Bethune*, "American Negro Pathfinders" *Dr. Martin Luther King, Jr.*, "American Negro Pathfinders" Interrupt the reading for discussions around the books two students started reading in Act. 43. Different episodes from these books might be used to make a variety of points. The following strategy is suggested: • Have the student tell the story briefly up to the point of the episode • Read the episode to the class • Follow with a question sequence appropriate to the episode or situation
Facing a dilemma	Episode: *Mary Jane*, (Sterling) Situation: Should Mary Jane transfer back to the all-black school? Read pp. 78-79. "Time passed and the leaves fell. . . "Maybe she'd best transfer to Douglass after all." Suggested question sequence: 1) What problem has been raised about Mary Jane? 2) What different things can she do?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	3) What would happen if she did (each alternative)? 4) Which do you think she will do? 5) Which would you do if you were in that situation? Why? 6) What would be necessary for you to be able to do what you say you would do?
Facing a dilemma	Episode: *My Brother Stevie,* (Clymer) Episode: Should Annie tell her grandmother with whom she lives that she has seen her brother Stevie stealing? Read p. 11. "One day, it was Saturday. . . It was like, if I acted as if I believed what he said, maybe it would be better." Suggested question sequence: 1) What happened in the part of the story I just read you? 2) How do you think Annie felt? 3) Why do you think she would feel this way? 4) Does this remind you of something you have had happen to you? To someone you know? Or, is it like some other story you have read? 5) How did you (or that other person) feel? 6) Why do you think you (or other person) felt that way?
Evaluation See Act. 10	

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Evaluation Criteria of inclusiveness and abstraction are appropriate here. See Act. 5, 16. Students may be asked to discuss criteria for good responses.	56. Have the students plan a bulletin board on which they can display magazine pictures and newspaper articles that show current Afro-American problems and successes. Ask: • What does America have today that it did not have before the Africans came? This bulletin board should be on-going and kept up-to-date.
	57. Add to the Contribution column of the chart started in Act. 47. Ask: • When you look at the chart and bulletin board, what can you say about the Afro-American today?
Helping students become aware that increased knowledge sometimes helps us gain a better understanding of a topic or causes us to change our minds.	58. Ask the students to check the list compiled in the Opener. Ask: • Have you any new points you would like to make about who an American is?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	59. Have each child choose a name of an Afro-American he feels should be remembered. Have him write why he thinks the person should be remembered. Enter the names on the chart Names to Remember. Have the students evaluate additions to the list. Is the representation broad? For example: • Leadership in politics • The arts • Business • Professions • Military • Sports Discuss with the class what Big Ideas they now have about Afro-Americans. Add to the Big Ideas chart.
Hypothesizing	60. Let the students explore the effects of slavery by asking: 1) If Afro-Americans had come to America as free men, what might have happened? What makes you think so? 2) If Europeans had come to America as slaves, what might have happened? Why? 3) Would this be good or bad? 4) What makes you think so? 5) For whom would it be (good/bad)? 6) What else might happen?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	7) Which would you like to see happen? Why? 8) What would be necessary to make this happen?

People entering an established way of life face problems that differ from those of colonists. They affect the established culture by the contributions they make. In the following sequence (Act. 61-71), the problems and contributions of late immigrants are considered.

61. Write on the board:

- These states are the amplest poem,
  Here is not merely a nation but a teeming Nation of nations .

  Walt Whitman

- 42,000,000 plus

- 1607

Ask:

- How do you think these three items are related?
  (Since 1607, over 42 million people have migrated to the United States from nations all over the world.)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	62. Tell the students that from the middle 1800's great waves of immigration occurred. Duplicate the following for the students' notebooks: Germans and Irish, 1840's-1850's Chinese, 1860's-1870's Norwegians and Swedish, 1870's-1880's Italians, Russians, Polish, Czechs, 1890's Japanese, 1900's-1910's Canadians, Mexicans, and Puerto Ricans, 1920's-1950's D.P.'s (Displaced Persons), 1950's
Concept Attainment See Note to the Teacher in Act. 18 for a statement on Concept Attainment.	63. The purpose of this activity is to have the students achieve an understanding of the word "immigrant" as it applies to those who entered the United States and adapted to an already established way of life. Write each of the examples and non-examples on butcher paper. Use the same strategy that was used to develop "colony" (Act 18) and "slave" (Act. 43): 1) Have students read each example or non-example. After reading each sample, tell the students whether this is an example or a non-example. 2) Ask the students: • What is alike about all the examples? • How are the non-examples different? 3) Have the students formulate a definition of "immigrant."

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities

4) Duplicate the test samples and have the students label them "Example" or "Non-example."
5) Clarify or re-teach.

Teaching: Immigrant Examples

1) Tony Masconi and a group of a hundred other Italians stood beside the ship that was to take them to America. He felt very lonely as he said goodby to his family. He wondered whether he would ever be able to return to Italy for a visit. Maybe when he learned English he would get a good job. Then he would come for a visit after he got his citizenship.

2) Joseph Polanski and his family did not find the new way of life in the United States easy. Customs were very different from those in Yugoslavia. But wages were better here and his children were learning American ways fast. Perhaps Mr. Polanski would never know enough English to become a citizen but he hoped his children would grow up to be successful American citizens.

Teaching: Non-examples of Immigrant

1) Jean Pardee who is fifteen years old likes to visit his aunt and uncle in Chicago. Sometimes when he is there for several months he goes to high school in Chicago. He says when he returns home to Paris he speaks English better than any other boy in his high school.

2) Michael Meredith and fifty friends are planning to leave New York for Texas. They will open a large ranch and raise beef cattle. It takes many years to develop a herd but they feel they will like that life.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Evaluation See Act. 18	Test: Immigrant Examples 1) James O'Neil is leaving Ireland to take a job on a ranch in Australia. He hopes to earn enough money to buy a ranch there some day. 2) Juan Martinez studied English in school in Mexico. He came to the United States and got a good job. He thinks perhaps in a few years he will be able to bring his brothers to the United States to live. Test: Immigrant Non-Examples 1) Ken Kaneko sells Toyota cars in Japan. His company has sent him to the United States to see how many more Toyotas can be sold here. 2) Mary Lee feels very sad about leaving San Francisco. Her family has decided to move to a farm. Mary thinks farm life could be fun, but she's not sure.
64.	Read either: *Lost Violin, The,* (Judson). This is the story of a Czech family coming to Chicago. OR

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities
	Michael's Victory, (Judson). This is about an Irish family working on the railroad. (Shorter and more exciting than *Lost Violin*.) If neither book is available, select another title from the bibliography. The book should be about immigrants--not descendants of immigrants. As the book is read, discuss: . Where the people have come from . When they came . Where they settled . Why they came . What work they did in their native land . What work they did here . What customs were new in this country . What customs they tried to retain . What problems they had
Simultaneously with the reading of *The Lost Violin* or *Michael's Victory*, conduct the following activities.	Let groups dramatize episodes from *The Lost Violin* or *Michael's Victory* which point up problems of newcomers: . Problems of adjustment to unfamiliar foods, clothing, language, music, tools, government . Desire to be accepted by their neighbors . Resentment of the natives toward newcomers - against those from other countries Discuss the episodes by exploring the feelings of the characters involved.

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	Suggested question sequence: 1) What happened? 2) How do you think ... felt? 3) Why do you think he would feel that way? 4) Who has a different idea about how he felt? 5) How did ... (other p rsons in the situation) feel? 6) Have you ever had something like this happen to you? 7) How did you feel? 8) Why do you think you felt that way?
Organizing information	65. Prepare a large retrieval chart on butcher paper. Encourage the children to listen for information they can record on the chart. The chart shown below is one example. You and your students may develop a chart that seems more appropriate. Leave space for a "Contributions" column.

People	When	From	To	Why	Occupations		Customs		Problems	Contributions
					Before	After	Old	New		

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Ten-year olds will have to reminded of their definition of an immigrant. Help them distinguish between immigrants and their descendants. The definition will take on a deeper meaning in later units as the students see that some people were not immigrants but became part of the population of the United States as it acquired land. Intake of information	66. Display the reading material on immigrants (and their descendants). Give the students time to browse. When they feel ready to make a choice ask: · What do you think you would like to know about these people? List their questions. Duplicate a notebook size chart (similar to that in Act. 64) for the students to fill in as they read on an immigrant group. Suggested References: GENERAL *Americans, The,* (Coy) *Miracle in Motion,* (Shippen) *New York City, Old and New,* (Emerson) *Our National Heritage,* (Pei) *Passage to America,* (Shippen) *We Came to America,* (Cavanah) CZECH *Lost Violin, The,* (Judson) CHINESE *Green Ginger Jar, The,* (Judson) *Johnny Hong of Chinatown,* (Bulla) *Moy Moy,* (Politi) *San Francisco Boy,* (Lenski)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea; *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities
	Soo Ling Finds A Way, (Behrens) *Sunday with Judy, A*, (Friedman) *Willy Wong, American*, (Oakes) *Yellow Silk for May Lee*, (Newman) GERMAN *Germans in America, The*, (Kunz) *Hannah Elizabeth*, (Rich) *Henner's Lydia*, (DeAngeli) *I Heard of a River*, (Singmaster) *Johnny Texas*, (Hoff) *Peter Zenger*, (Galt) *Plain Girl*, (Sorenson) *Shoo-Fly Girl*, (Lenski) *Skippack School*, (DeAngeli) *Tangle Britches: A Pennsylvania Dutch Story*, (Peckham) *Wonderful Nice!*, (Selz) *Yonie Wondernose*, (DeAngeli) IRISH *Great Wheel, The*, (Lawson) *Irish in America, The*, (Johnson) *They Came from Ireland: Michael's Victory*, (Judson) *Watergate: A Story of the Irish on the Erie Canal*, (Best)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

ITALIAN

A. P. Giannini, (Hammontree)
Bells of Bleecker Street, The, (Angelo)
Boat for Peppi, A., (Politi)
Hill of Little Miracles, (Angelo)

JAPANESE

Mik and the Prowler, (Uchida)
Mystery in Little Tokyo, (Bonham)
Promised Year, The, (Yoshiko)
Takao and Grandfather's Sword, (Uchida)

MEXICAN

And Now Miguel, (Krumgold)
Benito, (Bulla)
Juanita, (Politi)
Knock at the Door, Emmy, (Means)
Maria, (Lexau)
One Luminaria for Antonio, (Hood)
Paco's Miracle, (Clark)
Pedro, the Angel of Olvera Street, (Politi)
Tomas Takes Charge, (Talbot)
Trina's Boxcar, (Martin)
We Live in the Southwest, (Lenski)

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities

NORWEGIAN

Stowaway to America, (Dahl)

POLISH

Bronko, (Eichelberger)
Hundred Dresses, The, (Estes)

PUERTO RICAN

Candita's Choice, (Lewiton)
Girl from Puerto Rico, The, (Colman)
Jose's Christmas Secret, (Lexau)
Little League Amigo, (Bishop)
Present from Rosita, A, (Edell)
Puerto Ricans from Island to Mainland, (Kurtis)
That Bad Carlos, (Lewiton)

SCOTS

Andrew Carnegie, (Shippen)
Captains of Industry, (Weisberger)
Meggy MacIntosh, (Gray)
They Came from Scotland, (Judson)

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	SWEDISH *Elin's Amerika*, (DeAngeli) *Golden Name Day, The*, (Lindquist) *Swedes In America, The*, (Hillbrand) *They Came From Sweden*, (Judson) *Tina and the Latchkey Child*, (Oterdahl)
Charting every few days will help prevent students from getting too far behind in their reading, viewing, etc. Charting regularly also gives the students certain milestones by which they can judge progress.	67. To get out the information for use in charting (on the large chart) suggest: • Small group meetings (of those studying one immigrant group) every three or four days to consolidate data on a couple of questions; for example, Who? When? Where? Students should work from their individual charts for this step. • A representative for each group should report or record information on the class chart.
Organizing information	When the data on the question (or questions) has been recorded for the groups being studied, let the students compare and contrast the data.
Inferring and Generalizing	Suggested question sequence: 1) What differences or similarities do you notice? 2) How do you account for these differences? Similarities? 3) What do you think might be the consequences?
Evaluation See Act. 16.	

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	4) When you think about what we have been saying about (time, problems, etc.) what can you say was generally true about _____?
	68. Discuss how immigrants have helped to bring about one of the biggest changes in American life--the growth of large cities and the change from a rural to an urban society. What were some of the results of this change? How do you think an immigrant would feel if he were a farmer in his own country and landed in New York when he came here?
	69. Read about and discuss the importance of education and government for immigrants. (The children will likely have encountered discussions of education in their reading.) Stress these points: School was often difficult for newcomers, because of the language. Adults were often not educated and wanted better education for their children. Some adults went to night school. Our government, with its assurance of basic rights, was often a major factor in motivating people to come-especially from monarchical and dictatorial systems. Citizenship was not simply given. Immigrants had to do several things to become citizens - have children find out what are the requirements for citizenship. Free public education, even though started early in Massachusetts, was expanded and made a basic part of American life, because of the needs of immigrants.

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
Evaluation Procedures described in Act. 1, 16 and 37 may be adapted for use here. Note also responses which are unusual though relevant (broadly defined). Such responses are indicative of divergent thinking and should be encouraged.	70. Tell the students we are going to do something which might seem really strange: You are going to imagine yourself in a world which only contains people like yourself. What are all the things that might happen as a result of this? Think of as many consequences as you can. Think of some things you would not have if everyone in the world were exactly like you. Jot down some of your ideas at home tonight and we'll share them tomorrow. During the sharing the following day, discuss the problems which would arise if the world were composed of only one type of person. Help the children to verbalize our need for the differences in human beings and their unique contributions which go to make an effective whole. 71. Let the students studying each immigrant group meet to decide: • Whose names should represent the group on the "Names to Remember" chart? Ask the class: • From what you have read and from the information on our charts, what ideas do you get about immigrants?

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.

Notes to the Teacher	Learning Activities
	• What does America have that it did not have before these people came? Enter the contributions on the chart. Add ideas about immigrants to the Big Idea chart. Conclusion Ask the students to write a paragraph on: • Who is an American? Read: During the American Revolution, a settler from France asked, "What then is the American, this new man?" The settler then answered his own question. "I could point out to you a family whose grandfather was an Englishman, whose wife was Dutch, whose son married a Frenchwoman, and whose present four sons now have four wives of **different nations ...**" Ask the students to compare their paragraph with the writer's. Did they both express some of the same ideas? Help the children recap: 1) We started out with ---- 2) We now have ---- 3) How did we get to this point? 4) Was it any one thing that brought **forth this way of life?**
Evaluation Criteria discussed in Act. 19 are appropriate here.	

UNIT II

MAIN IDEA: THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE.

Organizing Idea: *The English made an effort to establish their life style in their colonies. Groups from other cultures adjusted to and affected the established culture in those colonies and in the expanding nation.*

Notes to the Teacher	Learning Activities
	At this point have the students write their responses to the question: 5) What can you say about how a way of life develops?
Decentering Applying Generalizations See Act. 37 for evaluation procedures which may be adapted for use here.	Ask: What do you think a (member of a group) would say is the greatest contribution his people made? Why? Let the students hypothesize: 1) What do you suppose would have happened if (select a group, for example the Indians) had not been here? 2) What makes you think that would have happened? 3) What would be needed to make that happen? 4) Does anyone have a different idea about what might have happened? 5) What do you think might happen after that?

APPENDIX I

The American Indian:
- Plants
- Inventions
- Names
- Art Work
- Recreation

Education in the Colonies:
- New England*
- Middle Colonies*
- Southern Colonies*

Dilemma Strategy:
- Slave, Dilemma One
- Slave or Free, Dilemma Two

Plants

American Indians domesticated the wild plant, tobacco, and cultivated many other plants: maize (Indian corn), potato, sweet potato, peanut, lima bean, field beans, tomato, pepper, squash, and pumpkin.

Inventions

Some inventions and discoveries of the Indian include: tobacoo pipe (stone or clay bowl, wooden stem), hammock, tobaggan, snow shoe, birch-bark canoe, moccasin, lacrosse (Indian game still played in the Indian way with a racket), "snow-food" (what we call "cracker-jack" - popped corn over which maple syrup was poured), buckskin, and witch hazel.

Names

Many geographical names and speech patterns used today are Indian in origin.

Rivers: Mississippi, Missouri, Ohio, Wabash, Potomac and Susquehanna

Lakes: Michigan, Huron, Erie, Ontario, Cayuga, and Seneca

States: (23 states have Indian names)

Speech Patterns: bury the hatchet, on the warpath, smoking the peace pipe, scalping, take to the trail, the council fire, wigwam, wampum, and pow-wow

Art Work

Much Indian art is still enjoyed today: beadwork, rawhide, painting, quillwork, textiles, baskets, and pottery.

Recreation

We in the United States have enjoyed the Indian in fiction, historical writing, in scout groups, and in camp-fire groups.

New England*

Most colonists made early provision for the education of their children. Home instruction was supplanted by the Dame Schools and later by crude one-room cabins in which a schoolmaster taught the children. The furnishings of early school buildings were meager. Children sat on crude benches made from split sides of logs, on stools, or on blocks of wood. Books and supplies of the early schools were few. The early schools were primarily concerned with instruction in reading, writing, arithmetic, spelling, and in religious instruction. Schools were rigorous in length of day, of school term, and methods of discipline. Schools were supported by individual families, later by groups.

Changes in ways of living brought about changes in the curriculum. The Town Schools of New England were established in 1647. Every town with fifty or more families was required to have an elementary school. The kind of educational system was determined chiefly by the religious opinions held by the people settling the colonies.

Middle Colonies*

In the Middle Colonies all the children were expected to have Bible learning. Some attended parish schools attached to churches. Each church had its own school. Governments in the Middle Colonies paid a large part of the cost of the schools. Parents who were able paid a small fee. Most boys and girls attended school in the Middle Colonies.

Southern Colonies*

Because of the great distances between plantations, there were no regular schools. Poor and slave families received little or no education.

The South had a few "old field" schools. These schools were given the name because they were held in old buildings on worn-out tobacco fields. Such a school was taught by a minister, a planter's wife, or an educated slave.

A few select young people were taught, usually by tutors. Schoolrooms were usually provided by one plantation owner, but those involved shared the expenses of hiring a teacher from England. Other young people were educated by apprenticeships or by being sent abroad. Only young men went to college.

Slave, Dilemma One

It was dark and Intibo was afraid. He was alone in the forest and he could hear the sounds of animals near him. He could also hear the noise of the tribe being led off by the slave traders.

They had come during the night, killed off some of the men and rounded up the rest of the villagers. Now they were leading them off through the forest to the boats.

Intibo's father had taken his son to the edge of the forest at the first awareness of the attack. "Stay here, son" he had ordered. His father then went back to see if he could bring the rest of the family. He had not come back. Intibo knew in his heart that

---

* This information is for the teacher and should not be read as it is to the class. Instead, it should be presented in chart form, in pictures, or by telling.

his father and mother were now captured and on their way to the big boats.

He was cold, he had forgotten his shawl and it would be a long time before the sun came up to warm him. Intibo was worried. He had a problem and he must make up his mind quickly as to how to solve it.

He knew if he went back to the village the slave traders would take him along to the boats with the others. He would be with his mother and father, but he knew his chances of staying alive were small. The stories his father had told him of the ships were frightening. Thousands of people were crammed together in the small foul hole of the ship. Poor ventilation, no toilet facilities and improper diet resulted in two-thirds of the people dying during the voyage. Almost all of the children taken died before they reached their destination. So to Intibo going back to the village meant death.

If he stayed alone in the forest, he knew it meant death. He was unarmed, he had no food or water, and there was a pride of lions nearby. He realized the problems a ten year old boy faced and to him being alone in the forest meant death.

Of course, there was another choice. He could go over the hill and down to the "Valley People." He knew where their camp was and he knew the trail well. However, the "Valley People" were enemies of his tribe, and if he went to them, he knew he would be killed or enslaved.

He must act soon; no matter what choice he made, he must make it quickly. Yes, he had a problem, and no matter what choice he made, it would be undesirable. It was a dilemma.

Slave or Free, Dilemma Two

Leroy Carver was a grown man. He was thirty-eight years old, and for all of those thirty-eight years he had been the property of Captain Louis. Leroy was a slave. He had married at twenty and was now the father of six children. He was the straw boss of his plantation. Compared to the other slaves on the Louis' plantation, he had a good life.

Now he had a problem. Captain Louis had called him into his livingroom this morning, given him a cup of tea and offered him his freedom.

Leroy was stunned. He had always thought of freedom, even prayed for it, but now that it was offered he was afraid. He was afraid because he really did not know what freedom was. Oh, he knew what it meant, but all the men he knew who had got their freedom lived worse than he did.

He remembered his friend Jesse, who used to be the straw boss of the Louis' plantation. He had been given his freedom and a plot of land. Within a year, Jesse was broke, he owed money, and his wife and children were starving.

Leroy was comfortable as far as materials were concerned. He and his family were housed, fed, and clothed. He was even given a little pocket money to buy tobacco and special treats for his wife and children.

If he took his freedom, he took his chances of being broke like Jesse, of being out of work and his children starving.

Others he knew of took their freedom and went to the north, never to be heard from again. All kinds of strange stories were heard about the north. Some said the black man was just as much a slave there,

forced to live in terrible conditions, work for poor wages and was almost as bad off as a slave.

He knew of the laws that governed freed slaves - in most states a freed man had to leave the state within thirty days. He could not work within ninety miles of the plantation he had worked on as a slave, and his travel was checked and restricted. In most cases, he could not ever again visit the plantation he was freed from.

So it was not an easy life being a freed man, but Leroy knew that some men who had been freed made it, were successful, and lived as men should. He also knew the agony of back-breaking work on the plantation, the lack of dignity a slave had, being someone else's property. There was always the chance that Captain Louis would die and a new master come who would be cruel. Or if things got tough for the Captain financially, the slave could be sold off to cover the bills. Family could be separated, the husband, the wife, and the children each going to different masters. Then, again, if he was a free man, his children could go to school. As it was, a slaves' children had no right to school and at the age of six were sent into the fields to work.

He had to make his choice, whichever choice he made, he could see the chance of trouble coming up. He was in a dilemma.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Sensitivity to feelings and thoughts of others (9)

g. Comprehension of concepts and generalizations about the various peoples studied in the unit, and about their environments (17)

h. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Contributing Idea: 1. Goals may change over a period of time.

Content Samples:
Increasing demand for representation
Challenge of mercantilism

Contributing Idea: 2. Communication may play an important role in coordinating opposition.

Content Sample:
Sons of Liberty

Contributing Idea: 3. The self-image of a people may change over a period of time. Not all people of a group hold the same self-image.

Content Samples:
Dependent early colonist -- self-reliant late colonist
Self-image as Englishmen -- self-image as American
Loyalists

Contributing Idea: 4. The resolution of conflict may result in changes that are both physical and ideological.

Content Samples:
Expansion of land to the Mississippi
Establishment of a republican form of government

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Organization of the class to provide and interpret information used in reaching the main idea.

Opener - Act. 4

Class considers early provisions for making rules in the colonies

Act. 5 - Act. 6

Class gathers information on issues between England and the colonies

Pairs list grievances

Etc.

Class considers two points-of-view

Act. 7 - Act. 3

Individual provides information on Sons of Liberty

Individual provides information on Sons of Liberty

Individual provides information on Sons of Liberty

Class receives (from individuals) and interprets information on Sons of Liberty

Act. 8 - Act. 13

Class gathers and interprets information on the War of Independence

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Act. 14 - Act. 20

Class gathers and interprets material on the consequences of the War of Independence

Conclusion

Class generalizes about the possibility of conflict when goals differ

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities

Time and distance may be factors in the development of new goals. In the following sequence (Opener-Act. 17), the students examine the differences that developed between England and the colonies and the resulting conflict.

Opener

Have the students write a list of rules we have to live by every day, such as, cleanliness, safety, behavior, different family restrictions.

This list could be written at home.

Organize these rules under categories of who makes the rule:

	Makers of Rules		
Class	School	Parents	Other People

Keep a record of this chart for use in the Conclusion.

Discuss or dramatize what would happen:

- If our class voted to have no school on Fridays
- If the principal decided the parents of this school had to pay for all the books
- If the people of this country decided that no State
- Highway Patrol officers could come here
- If parents decided that school should be held on Saturday

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
	Ask: What do you notice about laws and who makes decisions?
The purpose of this activity is to recall that goals (English government, founding companies, colonists) were established early in the settling of the colonies and that provision was made for the making of rules.	Development 1. Review how the earliest colonies provided for the maintenance of order in the colonies · Pilgrims signed the Mayflower Compact before landing Suggested References: *Story of American Freedom, The,* (McGuire), p. 77 *Story of Our Country, The,* (Ver Steeg), p. 139 _____ p. _____ _____ p. _____ · The Puritans planned a church-state before they left England and obtained a charter to be an independent colony Suggested References: *Story of Our Country, The,* (Ver Steeg), p. 139 _____ p. _____ _____ p. _____

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities

. In Virginia, the colonists had to follow the instructions from the London Company and obey leaders, such as John Smith

Suggested References:

Story of American Freedom, The, (McGuire), pp. 71-72
Story of Our Country, (Ver Steeg), pp. 127-128

_____ p. ____

_____ p. ____

. In Pennsylvania, William Penn believed in a free church in a free state, and he set up an assembly of colonists to write a set of rules and govern the colony.

Suggested References:

Our Country, (Eibling), pp. 146-147
Story of American Freedom, The, (McGuire)
Story of Our Country, The, (Ver Steeg), pp. 146-147

2. Recall with the students the meaning of representative government (Unit II, Act. 30).

Suggested Reference:

America Is Born, (Johnson), pp. 136-138

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
The purpose of this activity is to alert the students to the fact that early in the colonial period some people differed with existing laws, and to encourage them to think about why some people may want a law changed.	3. Let volunteers read and tell the students about early Americans who believed in more freedom than they found in the colonies. Suggested References: *Story of Our Country, The,* (Ver Steeg), p. 141: Roger Williams _____ p. ___ _____ _____ p. ___ _____ Encyclopedia: Anne Hutchinson Roger Williams *Our Country*, (Eibling), pp. 138-139 Ask: • Do you suppose Roger Williams and Anne Hutchinson knew the rules of the Massachusetts Colony? • How do you account for the fact that they got in trouble with the people who ran the colony?
	4. Discuss why England allowed the colonists to make many of their own laws and set up different forms of government (review from Unit II). Measure the distance on the map from England to Boston and to Jamestown. How much communication would be possible if it took four to six weeks to sail across the Atlantic?

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
Intake of information Some students may need to be reminded of note-taking skills, etc. (Unit II, Act. 14) Have a volunteer start reading *Sons of Liberty*, (Sutton). The material will be discussed in Act. 7.	5. Ask the students to read widely to find out: · What issues were the colonists and England arguing about? Suggested References: Texts: *Story of Our Country, The,* (Ver Steeg), pp. 191-205 _____ pp. _____ _____ pp. _____ *America's Own Story*, (Deveraux), pp. 180-193 *Our Country*, (Eibling), pp. 177-198 *Story of American Freedom, The,* (McGuire), pp. 107-123 Other *America Is Born*, (Johnson), pp. 196-223 *American Indian, The*, (Fletcher). Difficult. *American Revolution, The*, (Bliven) *First Book of American History, The*, (Commager) **Fourth of July Raid**, (Hays) *Fourth of July Story*, (Dalgliesh). Easy. *Golden Book of the American Revolution, The*, (Cook) *Great Negroes Past and Present*, (Adams), p. 16 *Miracle in Motion*, (Shippen), Chap. II *Paul Revere and the Minute Men*, (Fisher). Difficult. *Picture History of Canada, A*, (Hutton) *Real Book About Indians, The*, (Gorham)

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
Tapes provide variety in the means of intake of information. They also open a wide field of information to the student who has reading difficulty. At last he can contribute fresh information to the class.	*Story of the Negro*, (Bontemps), pp. 93-95 *They Showed the Way*, (Rollins) *Two Nations - U. S. and Canada*, (Buell) Tapes: *Causes of the Revolutionary War* *Washington and Jefferson Emerge as Leaders* Teacher Reference: *Pageant of Canadian History*, (Peck) After the students have had several periods in which to read, distribute the study questions. Suggested study questions: What did England expect of her colonies? How did England's idea conflict with what the colonists expected? What events and laws angered the colonists most? Why? How did these events lead to a separation from England? Who are the important people to remember? What important dates? What differences of opinion on independence existed in the colonies?
Inferring and Generalizing	6. Have the students work in pairs to list the **grievances** the colonists felt they had against England.

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
	After the students have worked five minutes (or less), list on the chalkboard the items they give. Ask: 1) What was England's point-of-view on this grievance? 2) Why do you think the colonists objected? Additional questions will be needed to elicit a number of factors that might have influenced the colonists.
Inferring and Generalizing In Unit I, communication was considered as important in spread of knowledge. The purpose of this activity is to provide an example from history in which communication was used to influence people to think in one particular way.	7. Let the student who has read *Sons of Liberty*, (Sutton) tell the class about the organization. Tell the students to **listen** carefully **to find out:** What special task did the Sons of Liberty assume before the outbreak of the war? Discuss the importance of communication in the period in which the colonies were growing away from England. Suggested question sequence: 1) What did the Sons of Liberty do? 2) How did their work affect the people of the different colonies? 3) What do you think might have happened if there had been no such organization as Sons of Liberty?

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
	Encourage the students with different opinions to express them. 4) What can you say about the communication and getting people to believe as you do?
	8. Show the filmstrips: *Paul Revere and the Minute Men* and *The Winter at Valley Forge* Alternate Activity: Read *Paul Revere and the Minute Men*, (Fisher) to the students. This book develops the idea that not all colonists wanted separation; it gives a good picture of the life in those times.
Expression	9. Have each student write a report on one person he thinks was important during the period of the War for Independence. Encourage the students to think of the importance of the common man as well as national heroes.
	10. Dramatize some event which showed the anger of the colonists, such as the Boston Tea Party.

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
	11. Write a story entitled "The Colonies Become Independent" or "What the Declaration of Independence Means to Me," using the notes on the films, the material from reading, and the facts from discussion. Divide the students into clusters of four to read their stories. This technique provides the students with an audience while conserving class time.
	12. Add to the time line February 22, 1732 - the birthdate of George Washington. How many years had this been since the founding of Jamestown in 1607? Add to the time line the date of the War for Independence. Subtract 1607 from 1776 and 1776 from the present date to point up the fact that the time between the first settlement and the separation was almost as long as from the Revolution to now. Demonstrate on the time line that the growth of the colonies and the long struggle for independence did not come about all at once.
Intake of information	13. Discuss what might change in a people's way of life when removed in time and by distance from their native land, how they might begin to think of themselves less as Englishmen and more as Americans.

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	**Suggested Reference:** *America Is Born*, (Johnson), pp. 127-140 **Suggested question sequence:** 1) How did the colonists think about England in the early years of the colonies? 2) How do you think the colonists began to feel about England just before the War for Independence? 3) How do you account for the change? 4) What idea does this give you about what may happen over a long period of time?
	14. Discuss some of the consequences of the War of Independence: ·A new nation with people keeping the customs of the homelands ·The people of Canada remaining loyal to England ·The lands of the United States extending west to the Mississippi ·New York chosen as the first capital city ·Washington elected as the first President ·The planning and building of Washington, D.C. ·The states sending delegates to write a constitution for the government ·The loss to any people when they are at war: lives, money, homes

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
	Suggested Reference: (The building of the capitol) *Pictorial History of the Negro in America*, A, (Hughes) *Pioneers and Patriots*, (Dobler) *Real Book about Our National Capitol, The*, (Long) *They Showed the Way*, (Rollins)
	15. Read again or review how the Iroquois valued democracy as evidenced in their choice of leaders and in their League of Five Nations. Suggested Reference: *Real Book About Indians, The*, (Gorham), pp. 161-165 Discuss why historians think the Constitution was patterned after the agreements of the Iroquois League. Suggested Reference: *American Indian, The*, (Fletcher), p. 74
Map skills	16. Map on a new desk map the way North America looked after the Revolution. Suggested References: Texts: *Our Country*, (Eibling), pp. 196, 208

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
	Story of Our Country, (Ver Steeg), p. 216 _____ p. _____ _____ p. _____
Several times throughout the remainder of the year's program the students will be asked to write on how the United States acquired land. This material will be charted in Unit VI.	Let each student write a paragraph on how the United States secured the land it claimed at the time of Independence. Give the students an opportunity to share what they have written before putting it in their folders.
<u>Developing Concepts</u> The organization of material is a practical use of the Developing Concepts task. Students should be encouraged to arrange materials as they see the relationships between different pieces. Each notebook should reflect the thinking of its author.	17. Ask each student to examine the material in his folder and decide: How do you think your material should be organized as you make it into a notebook? Why do you think it should be organized that way? What title will you give each section of your notebook? Have each student sort his material and put paper clips on the group so he may add to it in later units. As additions are made, encourage the student to consider whether he wishes to add to a section or to create a new one.

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities

Conflict often causes changes outside the immediate areas of battle. In the following sequence (Act. 18-20), the students consider the relocation of loyalists and the resulting contribution to Canada.

Intake of information

18. Read about the "loyalists" who left the United States to live in Canada and thereby helped the growth of the eastern provinces which had been colonized very slowly.

Suggested References: *Land and People of Canada, The,* (Ross), pp. 72-73. **Difficult.**
Living As American Neighbors, (Cutright), pp. 86, 120-122
Picture History of Canada, A, (Hutton), pp. 29-32

Teacher Reference: *Pageant of Canadian History, The,* (Peck), pp. 156-169

Discuss why many of these colonists would still have strong ties with England.

Map skills

19. Discuss with the class what symbol might be used to show where the loyalists settled in Canada.

Add to the map in Act. 15 the symbol the class decided on to show where the loyalists settled in Canada.

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
	Suggested References: *Living As American Neighbors*, (Cutright), p. 86 *Picture History of Canada, A*, (Hutton), p. 30 *Two Nations - U.S. and Canada*, (Buell), p. 30
	20. An interesting individual report could be given on Joseph Brandt, the educated Iroquois chief who took "loyalist" Indians with him to settle in Canada. Suggested References: *American Indian, The*, (Fletcher), pp. 127-128 *Picture History of Canada, A*, (Hutton), p. 30
	Conclusion Ask the students to recall (from Unit II) the purpose for which England encouraged colonization. Ask: 1) What did England expect of the colonies? Write the statements of England's goals on the chalkboard. Ask: 2) What do you think the colonies wanted for themselves in the 1700's?

UNIT III

MAIN IDEA: CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER.

Organizing Idea: Differing views of the rights of colonists contributed to the break with Great Britain.

Notes to the Teacher	Learning Activities
	Write the statements of the colonies' goals on the chalkboard. Ask: 3) What different things do you think might have happened? List the alternatives the students suggest. 4) Why do you suppose (such and such) did not happen? 5) What idea does this give you about what may happen when goals differ? When the students have arrived at several generalizations, add them to the Big Ideas chart.
Applying Generalizations	Recall (or display) the "Makers of Rules" chart developed in the Opener. Ask: What do you think would be the real problem if (the class voted to have no school on Friday)? Additional questions may have to be asked to help the students see that sometimes goals differ among people who make or suggest rules.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Sensitivity to feelings and thoughts of others (9)

g. Ability to relate one's own values to those of others (13)

h. Comprehension of concepts and generalizations about the various peoples studied in the unit, and about their environments (17)

i. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard they modified their life style to the demands of frontier living.

Contributing Idea:

1. Movement of people into areas occupied by others may result in conflict. It usually brings change for both the occupants and the newcomer.

Content Samples:

Indians
Pioneers

Contributing Idea:

2. Movement of people away from centers of population usually brings modification in the life style of the pioneer.

Content Samples:

Housing
Recreation
Transportation
Food

Contributing Idea:

3. Human intervention may influence the movement of people.

Content Samples:

Homestead Act
Inventions
Transcontinental Railroad

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard they modified their life style to the demands of frontier living.*

Contributing Idea:

4. A nation may expand its territory through a variety of actions.

Content Samples:

Conflict
Purchase
Treaty

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES

Organizing Idea: *As the people moved out from the eastern seaboard they modified their life style to the demands of frontier living.*

Organization of the class to provide information used in reading the main idea.

Opener		Class hypothesizes about movement away from center of population in present time	
Act. 1 - Act. 18		Class considers the change from seaboard life to frontier life	
Act. 19 - Act. 33		Class considers results of invention and government action on movement of people	
		Pairs consider reaction to environment	
Act. 34 - Act 41	Individuals report on new problems	Individuals report on Canadian railroads	Individuals evaluate actions of individuals on the frontier
		Class considers new modifications in law/ techniques	
Conclusion		Class considers changes suggested in Opener with changes of early frontiersman	

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	People moving out from established communities of necessity become more self-sufficient. In the following sequence (Opener-Act 18), the students consider the modifications the early pioneers made in housing, recreation, and other aspects of their lives.
	Opener
Developing Concepts Keep a record of the changes the students suggest. Their responses will be used again in the Conclusion.	Duplicate this paragraph for the class and let them answer the question as a written activity. Mr. Howard was raised on a farm but has lived in the city for ten years. He plans to move his family to a large, but isolated island where he has bought a cattle ranch. How will the Howards' life change? List the changes the students suggest. Ask: 1) Which of these changes do you think should be grouped together? Why? 2) What name shall we give each group? 3) In which aspect of Mr. Howard's life did you think there would be the most change?

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
Start a student who reads fast and well reading *Bread and Butter Indian* (Colver). The book will be used in Act. 2.	Development 1. Read to the class *The Courage of Sarah Noble,* (Dalgliesh), an easy-to-read book about moving from a settlement in Connecticut into the wilderness a few miles away. It also presents a picture of friendly Indians and can be referred to later when discussing how the Indians felt about the westward-moving hordes. Let a number of volunteers write further adventures of Sarah. Give each student an opportunity to: • Read his episode to the class • Illustrate the episode and put it on the bulletin board • Circulate the episode for **others** to read Discuss how people started pushing back the frontier by moving a few miles away from villages into the wilderness. Suggested Reference: *Story of American Freedom, The,* (McGuire) pp. 141-142
<u>Attitudes, Feelings, and Values</u>	2. Let the student who read *Bread and Butter Indian,* (Colver), tell the story to the class up to the point where Mr. Kunkel tells Barbara to carry the eggs carefully (p. 37).

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	Read the sequence where Aunt Dossy asks about Indians: "It was past Barbara's bedtime. . . She almost choked on a mouthful of biscuit and honey." (pp. 37-38) Suggested question sequence: 1) What happened in the part of the story I just read to you? What did Barbara do? (Remained silent) 2) What do you think was her reason for remaining silent? 3) What does this reason tell you about what she thought was important? 4) Suppose your family had a rule that no children other than the family were to come inside the house unless Mother was home. Now suppose you were alone and a friend of yours came over and visited inside the house. When Mother came home she said, "I'm sorry you had to be alone all afternoon." What would you say? Why? 5) What do you think this shows about what you think is important? Allow several students to respond. 6) What differences do you see in what all these different people think is important? Another episode that might be productive ends on page 50 with: "Shadow's wing is better," she said. "So I took a piece of my apron to bandage it." (Here Barbara is lying to protect her Indian friend.) This same questioning strategy can be used for this episode. Invent a new situation for question 4.

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	3. Have the class read *Great Names in American History*, (Eibling), pp. 113-114 about Boone leading his father and family to North Carolina from Pennsylvania. • What was the reason for this move? • How many years was this after Thomas Hooker's move to Connecticut? • What had happened on the East Coast which would make farmers want to move? Discuss with the aid of a large room map (preferably relief) and the text map: • Why the colonists had not traveled west sooner if good land was becoming so scarce? • What barriers to travel does the map show? • What other barriers were there?
Map skills	4. Map these mountains and rivers on the desk map from Unit III. The Appalachian Range The Hudson River The Mohawk River The Connecticut River

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
Map skills	5. Review how we obtained the Northwest Territory from England (the land between the Ohio River and the Mississippi River). Suggested References: *Great Names In American History*, (Eibling), pp. 120-127 *Our Country*, (Eibling), pp. 194-197 *Story of American Freedom, The*, (McGuire) p. 144 Discuss the other land we obtained west of the colonies to the Mississippi. Map these areas by coloring the individual desk maps.
Intake of information Encouraging students to raise questions	6. Ask the students whether they have any questions as they look at pioneer stories on TV. List the questions they raise. For several periods, have the students read widely and view filmstrips, etc., about the early movement across the Appalachia. Break the reading periods to show at least one motion picture. Suggested References: Texts: *Story of Our Country, The*, (Ver Steeg), pp. 253-271

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	_____ pp. _____ _____ pp. _____ _____ pp. _____ TRADE BOOKS: *By Wagon and Flatboat,* (Meadowcroft) *Cabin Faced West, The,* (Fritz) *Caddie Woodlawn,* (Brink) *Carolina's Courage,* (Yates) *Copper-Toed Boots,* (DeAngeli) *Down the Mississippi,* (Bulla) *Erie Canal, The,* (Adams) *Far Off Land,* (Candill) *First Book of Pioneers, The,* (Havighurst) *Frontier Living,* (Tunis) *I, Priscilla,* (Hammett). Difficult *Let's Be Early Settlers with Daniel Boone,* (Parish) *Pioneer Children,* (Emerson) *Westward Adventure,* (Steele) *Year of the Bloody Sevens, The,* (Steele) Motion Pictures: *Canals: Towpaths West* *Long Journey West: 1820* *Westward Movement, The, Part 1:* Settlers of the Old Northwest Territory

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	Filmstrips: *Children at Home and at School*, "The American Pioneer Series" *Conquering the Wilderness*, "The American Pioneer Series" *Daniel Boone* *Household Handicrafts*, "The American Pioneer Series" *Pioneer Artisans*, "The American Pioneer Series" *Pioneer Home Life*, "The American Pioneer Series" *Pioneer Professions*, "The American Pioneer Series" *Travel in Pioneer Days*, "The American Pioneer Series" **Tapes:** *Beginning of the Westward Movement* *Kentucky: Daniel Boone's Road* *Settlement of the Northwest Territory* Visit a local museum or invite a resource person who has knowledge and realia of pioneer days to talk with the class.
	7. After the students have read widely, discuss the questions the students raised in Act. 6. Distribute the following study questions. · What kinds of people moved and why? · How did the people in the East know about the region? · When did the settlers come and by what means of transportation? · What routes did they travel and why? · What problems did they have to solve before leaving - on the journey - after they arrived?

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	• What kind of land and climate did they find? • How did they provide for food, clothing,and shelter? • How did they provide for other needs, such as schools, churches, and recreation? • What did they have to do without? • How did they earn a living - at first - later? • How did the Indians feel about this moving on to their lands?
<u>Developing Concepts</u> Expressing the relationship that a student sees by organizing information is a functional use of the Developing Concepts' task. The chart made in this activity will be used in Act. 9. Organizing information	8. Tell the students to look at the notes they have taken. Ask: • If we were to organize all the information you have gathered, which pieces of information should we put together? As the students suggest groupings, list the items in columns on the chalkboard. After the groupings are complete, ask: • What shall we call these groups? The groupings will differ with each class. Typical charts developed by fifth-graders have been:

People	How They Traveled	Problems	Changes
Pioneers Indians			

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities

Routes	Transportation	What They Found	Changes
Northern Central Southern			

Inferring and Generalizing
While discussing,do not limit the students to the information on the chart. It is meant to remind them of information they have and to help them organize it.

9. Discuss the migration across the Appalachians with emphasis on what was happening to all the people involved.

Suggested question sequence:

1) What do you <u>know</u> or <u>see</u> on the chart that would help to explain:
   - The type of transportation used
   - The kind of problems the pioneers were having
   - The kinds of problems the Indians were having
   - The changes that were taking place in the Indians' life, in the pioneers' life
2) What can you say about the kind of change that took place in the life of the early pioneer?

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	10. Map the three main routes to Kentucky and Ohio with crayon. Suggested References: *Story of Our Country, The,* (Ver Steeg), p. 263 _____ p. _____ _____ p. _____ Discuss why people followed Indian trails or a buffalo "trace" whenever they could. Suggested reference: *Cumberland Gap and Trails West,* (McCall) Add to the map cities which began early and are still on today's maps, for example, Marietta, Cincinnati, and Pittsburgh.
Interpreting the information recorded on a time line.	11. Add to the time line: 1775 blazing the Wilderness Road 1792 Kentucky becomes a state 1796 Tennessee becomes a state 1803 Ohio becomes a state Discuss how many years had elapsed from the opening of the Wilderness Road until these frontier territories had the 60,000 people required

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	to become a state. Was this fast or slow settlement? What reasons support your judgment? One technique for handling a crowded time line is to "blow-up" sections of it above the regular line in order to make children aware that many things were happening concurrently rather than in orderly sequence.
Use of community resource people	12. Have a few students interview real estate men about prices of land and methods of acquiring it today. Compare with settlers in Ohio buying 160-acre tracts at two dollars an acre from the government. Suggested Reference: *First Book Of Pioneers, The*, (Havighurst), p. 25
Expression Decentering	13. Tell the students they are to pretend to be pioneer children. Have each student write a letter to a friend in North Carolina or Connecticut telling how he had to help his family prepare for the first winter in the new home. Include the activities which show how natural resources provided for some of the immediate needs, for example: Trees - house, furniture, fuel, fruit, nuts, berries Game - food, clothing, candles

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	Springs - water or salt Soil - garden, clay bricks, filling cracks Discuss which of the activities mentioned in the letters boys and girls of today might do. • How are the responsibilities different? • How are they similar?
	14. Recall from Unit II the type of land and climate in Massachusetts, Virginia, and Pennsylvania. Compare with the conditions found in Ohio and Kentucky. • What would you change in your way of farming if you moved to Ohio from Pennsylvania, from North Carolina, from Connecticut? • Which move would represent the most change? Why? • Could the people in Kentucky use the forests to develop ship-building?
Any construction should be kept simple-should allow for some group planning, cooperation, critical judgment, and natural mistakes. The selection of a situation would	15. Let the class dramatize some of the story situations or provide opportunities for them to be pioneers through dramatic play. • Down the Ohio on a flatboat - to find a new home A chalk outline on the floor 10 feet by 20 feet is adequate to

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
depend largely on the films seen or the stories read. Students should not attempt to dramatize what they do not know about or have not seen. Additional information may be needed as problems evolve, but they should have some basis for their original plans.	give children the feeling of the cramped quarters of the flatboats. If placed in front of a chalkboard or bulletin board, an appropriate background could be made representing one side of the riverbank. · To New Orleans on a flatboat - established settlers taking goods to market - what products, dangers, goods purchased · Over the Wilderness Road with Daniel Boone - leaving friends and walking through the Cumberland Gap, Kentucky Rifle · Living in a three-sided, log "half-faced camp" - family life, daily chores, Indian raids, friends with the Indians · Quilting bee, husking bee, house-raising - dependence on neighbors · Freight by canal boat - increased movement into the Ohio Valley, advantages of trade for Eastern settlements
Expression	16. Sing pioneer songs and learn some of the dances, such as: Songs: *Erie Canal*, *Billy Boy*, *Shoo-Fly* Dances: *Virginia Reel*, *Buffalo Gals*, *Skip to My Lou*, *Old Brass Wagon*

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	Discuss what amusements pioneers had. Ask: • How might the pioneers' amusements differ from the ones in the towns and cities of the eastern seaboard?
Evaluation Read the stories to see whether the student expresses the feelings of the character he is creating, for example: • Does he in some way express the loneliness the person may feel? • Does he express indignation? • Does he express joy at being with others?	17. Write stories for the notebook: My Land Is Being Taken from Me I Wish We Had Near Neighbors The Spelling Bee A Visit from Johnny Appleseed Alternate Activity: Publish a newspaper in Boonesborough. Duplicate copies for the notebook.
	18. Read chorally some of the poetry about pioneers: Suggested References: *Favorite Poems Old And New*, (Ferris) "Old Log House" "Song of the Settlers" "The Wilderness Is Tamed" "Daniel Boone"

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	New inventions, laws, acts of government, or other human intervention may influence the movement of people. In the following sequence (Act. 19-33), the students consider the effect of invention and acts of government on the settlement of land beyond the Mississippi.
	19. Review why the first wave of the westward movement stopped at the Mississippi River. If this is not recalled easily from previous audio visual materials and reading, use the large room map and these references: *America's Own Story*, (Devereaux), p.208 *Story Of American Freedom, The*, (McGuire), p. 156 *Story of Our Nation, The*, (Ver Steeg), p. 216 _____ p. ____ _____ p. ____ *Little House on the Prairie*, (Wilder)
Map skills	Map with a heavy crayon line the route of the Ohio settlers who had farm products to sell - along the Ohio into the Mississippi River, down to the Gulf of Mexico, ending at New Orleans.
Intake of information	20. Discuss why New Orleans became such an important center of trade, and

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	why the U.S. had to buy the land west of the Mississippi from France. Suggested References: *Story of Our Country, The,* (Ver Steeg), pp. 273-276 _____ p. ____ _____ p. ____ Filmstrip: *Louisiana Purchase, The* Have the students write a paragraph on the way we gained possession of the Louisiana Territory. Have them enter it in their notebooks for future reference.
Intake of information	21. Read in several texts about the exploration of the Louisiana Territory using the index reference of "Lewis and Clark." Suggested References: *Story of Our Country, The,* (Ver Steeg), pp. 276-279 _____ pp. ____ _____ pp. ____

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	Lewis and Clark Expedition, The, (Neuberger). Difficult Motion Picture: *Journals of Lewis and Clark, The* Filmstrip: *Lewis and Clark Expedition, The* Tape: *Louisiana Territory, The*
Map skills Emphasizing again the importance of recording new knowledge	22. Map the exploration route of Lewis and Clark on the individual maps. Put in names of rivers and mountains they had to cross. · Why were the diaries of Lewis and Clark so valuable? Add the names and dates connected with the Louisiana Purchase to the time line and charts.
	23. Organize committees to report on some of the remaining moves westward:

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities

Into Texas
The Santa Fe Trail
The Oregon Trail
The Oklahoma Land Rush

Suggested References:

Texts:

Story of Our Country, The, (Ver Steeg)

_____ p. ____

_____ p. ____

	Oregon	Texas	California
Ver Steeg	289-301	303-315	317-333

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	<u>West To Oregon</u> *California Indian Days*, (Bauer) *First Book of The Oregon Trail, The*, (Havighurst) *Keep the Wagons Moving*, (Lathrop). Difficult *Marcus and Narcissa Whitman, Pioneers of Oregon*, (Daugherty). Difficult <u>Into The Southwest</u> *Tree in the Trail*, (Holling) *Santa Fe Trail, The*,(Adams) Motion Picture: *Westward Movement, The, Part II*.(Settlement of the Mississippi Valley) Filmstrips: *Covered Wagon Days*, "How the West Was Won" *Toward Statehood*, "How the West Was Won" *Trail Blazers and Indians*, "How the West Was Won"

If you do not choose to break the class study into committees, sample in depth only the Oregon Trail. The Oregon Trail was the route of families looking for fertile land, and as such gave impetus to the opening of and growth of the Far West before the Great Plains.

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
Student planning for exchange of information	24. Let the groups of students studying the same general area plan a way of sharing their information bringing out: • The area that was settled • What the settlers did to earn a living • What their coming meant to the Indians • The result in terms of the growth of the United States Encourage the students to organize their information and their • Maps • Panel scenes • Pictures • Bulletin board
Organizing information	25. Ask the students to look at the paragraphs (in their notebooks) that they have written previously about the way the United States acquired land. Chart the information. Then ask each committee to supply the information about the region it studied.

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities

What Land	How It Became Part of the United States
13 colonies	War for Independence
Northwest Territory	War for Independence
Louisiana Territory	Purchase
Texas	
Oregon Territory	
California and the Southwest	

Inferring and Generalizing

Ask the students to look carefully at the displays (Act. 24) on the westward movement and at the chart. Have each student write a statement that answers the question:

- What can you say about the growth of the United States?

26. Read *Steamboats to the West*, (McCall).

Add these dates to the time line:

1807 Fulton's Steamboat
1825 Erie Canal
1831 DeWitt Clinton (steam locomotive)
1869 Transcontinental railroad

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	• Explain why the rivers were called "pioneer highways." • How did the steamboat help the movement westward? • What brought an end to the "Golden Age" of steamboats? Recall from Unit II the contribution made by immigrant groups to the building of America's transportation system.
	27. Compare the Wilderness Road, the Ohio waterway, and the Oregon Trail for ease of travel and length of trip. • Which group of pioneers were most dependent upon immediate environment, their own skills, and cooperation with others?
Increasing students' awareness that an object may seem different according to one's point of view.	28. Let teams of two draw contrasting pictures about the situations or things which were both an advantage and a disadvantage to the people moving west, for example:

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities

	As a hardship	As a blessing
Oxen	Slow travelers	Power for transportation
Prairies	Little water - dust - little fuel	Faster travel - grass for animals
Rivers	Difficult to cross	Water for people and stock, easy transportation
Buffalo	Danger of stampede	Food, fuel for fires, bedding
Fire	Prairie fires	Warmth, protection from animals
Forests	Path had to be cleared	Fuel for cooking, berries and nuts

Map interpretation

29. Locate on the map the prairie lands and the Great Plains.

- How are they different?
- How might these differences be important to people?

Discuss why early pioneers chose the long journey to Oregon rather than settle the grasslands of the prairies or plains.

Suggested References:

Grasslands, (Goetz), pp. 9-24
Story of American Freedom, The, (McGuire), pp. 158-159

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
Formulating Hypotheses Keep a record of the students' hypotheses. They will be checked in Act. 33.	30. Have the students locate the land that was left after the west coast was settled. Ask: • What do you think might happen that would encourage settlement of the plains?
Intake of information	31. Let the students read to find out the events that brought settlers to the Great Plains. Suggested References: Texts: *Story of Our Country, The,* (Ver Steeg), pp. 357-372 _____ pp. _____ _____ pp. _____ Other: *Coming of the Mormons, The,* (Kjelgaard) *Dust Bowl: The Story of Man on the Great Plains,* (Lauber) *Edward Rose, Negro Trail Blazer,* (Felton) *Freedom and Plenty: Ours to Save,* (Bronson) *Golden Age of Railroads, The,* (Holbrook) *Grasses,* (Eberle)

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	Grasslands, (Goetz), pp. 8-25 *Half-Breed*, (Lampman) *Heroines of the Early West*, (Ross) *Indians of the Plains*, (American Heritage) *Jim Beckwourth, Negro Mountain Man*, (Felton) *Machines and the Men Who Made the World of Industry*, (Hartman) pp. 193-206 *Miracle in Motion*, (Shippen) Difficult *Miss Charity Comes to Stay*, (Constant) *Negro Cowboys*, (Durham) *Railroads: Today and Yesterday*, (Buehr) *Sioux Indians, The* (Bleeker) *Treeless Plains, The*, (Rounds) *We Were There at the Oklahoma Land Run*, (Kjelgaard) Motion Picture: *Westward Movement, The, Part III.* (Settling of the Great Plains) Filmstrips: *Cowboys, Homesteaders, and Outlaws*, "How the West Was Won" *Cyrus McCormick* *First Continental Railroad*
32.	Read to the class a story of the Oklahoma "land rush" and discuss why a "land rush" is no longer possible in the United States. OR *Our Country*, (Eibling), pp. 263-268 (Homestead Act of 1862)

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	Read a story of the first transcontinental railroad and discuss the free land offered to companies who in turn sold it to settlers - many of them from Europe. Suggested Reference: *Golden Age of Railroads, The,* (Holbrook)
	33. List on the chalkboard the students' responses to the question: • What things happened that caused the people of the eastern seaboard to settle on the Great Plains? Have the students work in pairs to decide and record whether each item was an invention, a law, a discovery, or some other event. Ask: • What idea do you get about the importance of new ideas? Enter the statements the students select on the Big Idea chart.
Checking student hypotheses	Display the list of student hypotheses (Act. 30). Ask: • Which of these did we find to be supported by what we read? • Which do you think would need more evidence? • Which do you think were wrong? • Why do you think so?

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities

Man modifies not only his environment but his institutions to meet his needs. These modifications sometimes create new problems. In the following sequence (Act. 34-40), the students consider the modification of the Great Plains and of law on the frontier.

34. Let a student report on the building of the Canadian Pacific Railway by 1885 and how this helped settle the plains of Canada.

Suggested References:

Living As American Neighbors, (Cutright), pp. 126-132
Pageant Of Canadian History, The, (Peck), Chapter XV
Two Nations-U. S. and Canada, (Buell)

Increasing students' awareness that change may create problems

35. Ask an individual or a group to prepare a report about:

- The results of plowing under the sod on the Great Plains
- The waste of soil
- How men learned to take care of the soil
- The government's assistance to Dust Bowl farmers

Suggested References:

Dust Bowl: The Story of Man on the Great Plains, (Lauber)
Story of American Freedom, The, (McGuire), p. 311

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: *As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.*

Notes to the Teacher	Learning Activities
	Filmstrip: *Saving Our Soil* List the natural resources used unwisely by Americans moving west. Suggested Reference: *Freedom and Plenty: Ours to Save*, (Bronson), Chapter II
Formulating Hypotheses	36. Invent some hypothetical situations and let the class suggest outcomes which might have been different. For example: • What might have happened if the Mississippi River had run west from the Cumberland Gap? • What if there were no Ohio River? • What if the lands of Ohio and Kentucky had been prairies? • What if the steamboat had been invented in 1492? • What if the land just west of the Appalachians had been desert? • What if the railroads had all run north and south?
Expression	37. Tell the students to choose a person they have read about and write a paragraph telling: • What he did • What kind of person the student thinks would do those things

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	After the students have completed the assignment, let them form groups (of not more than four) of those who wrote about the same person. Let the small groups share their writings and select someone to report on: • Whether all members of the group had the same opinion of the person After all the groups have reported, ask: • What idea do you get about what people think of the things other people do?
	38. Let the class decide which names should be entered on the Important Names chart.
Inferring and Generalizing	39. Discuss some of the problems that people on the frontier faced. For example: • Need for help in building a cabin • Securing a doctor for the family • Schooling for the children

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
	Ask: 1) Which of these problems would a rich man have to face? 2) Which of these problems would the common frontiersman face? 3) How was this like or different from life in the towns and cities of the eastern seaboard? 4) What effect do you think this would have on people? 40. Look at (or recall) a TV Western which has a U.S. Marshal • Why is he called a U.S. Marshal? • Why would it be wrong to call today's highway patrol the U.S. Highway Patrol? • Why were U.S. Marshals used in pioneer days? • What would have happened to an outlaw if he had roared in the streets of Boston for someone to fight him? Discuss: • Who was responsible for the law in the frontier towns, along the trail, on an isolated homestead? • How was this different from eastern communities?

UNIT IV

MAIN IDEA: A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED COMMUNITIES.

Organizing Idea: As the people moved out from the eastern seaboard, they modified their life style to the demands of frontier living.

Notes to the Teacher	Learning Activities
Save the list for use in the next activity.	41. Let the class work in pairs to list all the changes that took place, to people or by people as they settled the west. From their written lists, let them select some changes they consider more important than others to explain to the class. List these on the chalkboard.
Inferring and Generalizing	Conclusion Use the list from the Opener about the Howard family and the list from experience 41. Focus attention on the comparison of the two. Ask: 1) What changes in the Howards' life are very different from those of pioneer times? 2) As far as we know,for what reasons are they different? 3) What changes are almost the same? 4) Why would you expect some to be alike? 5) What important ideas can you tell me about people who move? Let the class agree on some statements they think should go on the Big Idea chart.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Applying generalizations (5)

f. Explaining cause-and-effect relationships (7)

g. Sensitivity to feelings and thoughts of others (9)

h. Comprehension of concepts and generalizations about the various peoples studied in the unit, and about their environments (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Contributing Idea: 1. New inventions or change of method may affect the lives of many people.

Content Samples:
- Gasoline engine
- Textile operations

Contributing Idea: 2. Change in one important aspect of life brings change in other areas of living.

Content Samples:
- Relocation of people
- Use of different resources
- Need for new facilities

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Organization of the class to provide information used in reading the main idea.

Opener

Class considers factors necessary for production

Act. 1 - 20

Class recalls start of industry in colonies

Committee on development of industry in New England

Committee on industry in Great Lake Area

Committee on industry in the South

Class exchanges, organizes and interprets information on industrialization

Act. 21 - 26

Class considers problems created by the "Machine Age"

Act. 27

Class develops the chain of changes brought by technological developments

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Conclusion

Class generalizes about the industrial growth of the United States

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities

A new idea or invention often brings sharp change in lives of many people. In the following sequence (Opener-Act. 10), the students consider the change brought by inventions in production of textiles and by the invention of the gasoline engine.

Developing Concepts

Keep the chart (or bulletin board display) for use in Act. 20.

Evaluation Exercise follows Opener.

Opener

Have the class collect pictures from magazines or newpapers that show "What Keeps a Factory Running." List these on the chalkboard as each student presents his pictures. Ask:

1) If you were the superintendent of a factory and responsible for keeping it running, how do you think you would group these items?
2) Why do you suppose he would put those items together?
3) What would you call each group?

Let a couple of students plan charts or a bulletin board display of the groups the class has suggested. As the class proceeds with Unit V, let them add items to the proper groups.

Groupings by one class by the end of the unit:

Power - water, electric, gasoline, atomic, solar
Manpower - workers, salesmen, bosses
Raw materials - iron, oil, coal, cotton
Markets - local people, other cities, other industries
Money - pay checks, banks, savings
Equipment - buildings, tools, machines
Transportation - . . .
Communication - . . .
Inventions - . . .

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Evaluation Exercise

Opener

Developing Concepts

Students' responses to this exercise can be used as evidence about the attainment of Objectives 1 and 16.

The groupings and labels suggested by students can be recorded in different ways.

a) on the board from the contributions of the whole class. Reasons given for groupings and for labels should be noted later on a check list as suggested in the following chart:

Student's Name	Func.	Descrip.	Class	Mixed	Flex.
Mary Akeson	/				
Tom Atkinson				/	//

OR

b) on pieces of paper by individuals and/or groups. In this case students should be asked to write down a label or sentence telling why they grouped in a particular way.[1] Interpretations of these can be transferred to the above chart form.

In either case, it is possible to record information about the style and quality of children's responses (as individuals or total group).

A. Style This can be determined from the reasons students give for placing one item with another and/or by the label they give a group. The four major styles of grouping and labeling are:

1. Functional (or locational)

Items are grouped because of a student's personal experience with them, i.e., he groups them because he has seen the man paint the lines on the street (so lines and street are grouped together) or several things are found together in places he knows about or where he sees people using them, e.g., worker, wrench, and machine, because, "I saw a man use a wrench on a machine."

2. Descriptive

Items are grouped because of color, form or texture, or what they are made of, i.e., the items are placed together becuase of some obvious, touchable, tasteable, visible or audible, but nevertheless objective, characteristic, e.g.,"Machines, tools, and trucks, are made of metal."

1. If particular pupils have difficulty expressing themselves in writing, an oral response (taped or otherwise recorded) may be used in all such exercises.

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Evaluation Exercises

3. Class

Items are grouped because they fit into a class whose label refers to a characteristic which is not observable in any one item but which can be inferred for all of them, all examples in the unit are of this type. Subdivisions may be made depending upon the level of abstraction, e.g., in this context "markets" is more abstract than "equipment."

4. Mixed

Items are placed in one group when they really belong in more than one. A student usually adds an item which he links to the one above it for a different reason than has been given for the others.

B. Quality

1. Labels and reasons for grouping may be grouped into a 4 level hierarchy -

a) The lowest group would be Mixed because of the confusion or inconsistency involved in developing them.

b) The next highest would be Functional because of the essentially subjective characteristic these groups have. Such groups will probably be rare in this activity.

c) The next highest group would be the Descriptive because of the objectivity implied in the process used.

d) Class groupings are considered highest because of the greater abstractness of the labels. This category can be further subdivided.

2. Flexibility

Check (see sample chart above) each example of flexibility both by noting each time a student suggests using an item in more than one group and the number of new groups and/or labels that are suggested. Tally the total for the class. This could be noted either as a spontaneous activity or in response to the question, "Are there any other ways we could group these items?"

Possible Use of Results

1. Note whether there are substantial changes in the number of Descriptive and Class groups between this exercise and subsequent activities.

2. Note changes in the incidence of Flexibility (as tallied above) over these same activities. In the meantime encourage flexibility by

asking, "In what other ways might we group or label these?" or "Can we look at this list and the story a little differently -- what differences would it make, if I put these together? How would you label them? Why do you think I put these together?"

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities
Formulating Hypotheses Keep a record of the students' hypotheses. They will reconsider these in Act. 20.	Development 1. Have one student use the dictionary to report on the origin of the word *Manufacture*. Ask: 1) What did the word *manufacture* mean originally? 2) From what you know about manufacturing, what do you think it means today? 3) How do you account for the change in the meaning of the word? 2. Recall from the motion picture *Colonial Shipbuilding and Sea Trade* some of the first changes in the colonies - building ships, sea trade, fishing. Ask: 1) What resources did New England have that made this early change possible? 2) Why do you think these resources had not been used in this particular way by the Indians? Encourage the students to consider a number of factors, such as different needs, different skills. Additional questions may be necessary, such as: • How would the Indian consider this use of the resource? • What kind of skills had the Indian developed?

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
Intake of information Remind the students that each group is gathering information on only one area of the United States.	3. Divide the class into 3 groups (or 6 committees) to read about the development of manufacturing in New England, the Great Lakes Area, and the South. Suggested study questions: · What goods were produced at first? · What resources were needed? · Where did they get these resources? · What do they produce today? · What resources do they need? · Where do they get the resources? · What inventions or ideas were developed? Activities 4-14 are for the total class, to be alternated with periods of independent work on the study questions. These activities are planned to give the total class some insights into all the regions studied. Each teacher should determine the length of time her students can work profitably at independent reading and provide the variety of activity and pace the class needs. Provide assistance for those who still need help in using an index. Suggested References: General: *America Travels*, (Dalgliesh). Easy. *American Inventors*, (Hylander). Difficult.

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities

Suggested References:

General (cont'd)

Everyday Things in American Life, 1607-1776, (Langdon). Difficult.
Geography - United States and Canada (Preston)
Historic Models of Early America, (Maginley)
Machines and the Men Who Made the World of Industry, (Hartman)
Miracle in Motion, (Shippen). Difficult.
Nails to Nickels, (Campbell)
Our Country's Story, (Cavanah). Easy.
Transportation: Lifeline of America, (Bienvenu)
Wheels Across America, (Hornung). Average.
Why We Live Where We Live, (Evans)

New England

Eli Whitney, Master Craftsman, (Gilbert)
From Barter to Gold, (Russell)
Men at Work in New England, (Lent)
Story of Eli Whitney, The, (Latham)

Filmstrips:

Eli Whitney
Emergence of Industrial America
Then and Now in New England

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities

Suggested References:

Great Lakes

Changing the Face of North America, (Lauber)
Deep Treasure, (Olds)
Early Automobiles, (Rachlis). Difficult.
Early Days of Automobiles, The, (Janeway)
Erie Canal, The, (Adams)
First Book of Automobiles, The, (Bendick)
How Automobiles Are Made, (Cooke)
Magic of Rubber, The, (Dreany)
Men at Work in the Great Lakes States, (Lent)
St. Lawrence, Seaway of North America, The, (White)
Two Nations - U. S. and Canada
What Happens in a Car Factory, (Shay)

Filmstrips:

Andrew Carnegie
Henry Ford, The Man Who Put America on Wheels
Story of Iron and Steel
Then and Now on the Great Lakes Waterway

The South

Abraham Lincoln: An Initial Biography, (Foster)
Cotton from Farm to Market, (Hammond)
Cotton in My Sack, (Lenski)
Dr. George Washington Carver; (Graham)
Famous American Negroes, (Hughes). Difficult.
Freedom and Plenty: Ours to Save, (Bronson)
George Washington Carver, (White)

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities
	Suggested References: The South (cont'd) *Men at Work in the South*, (Lent) *Passage to America, A*, (Shippen). Average. *Peanuts for Billy Ben*, (Lenski) *Sugar from Farm to Market*, (Hammond) *Working South, The* (Land) Filmstrips *Birmingham, Industrial Center of the South* *Booker T. Washington* *George Washington Carver* *Then and Now in the Cotton Belt* *Then and Now in the Old South* *Then and Now in the Tennessee Valley*
Intake of information	4. Show the motion picture *Beginnings and Growth of Industrial America*. Tell the students to watch to see: • A new way for a new situation • A new situation as the result of new ways Alternate Activity: If the motion picture is not available, read Chapter IV in *America Grows Up*, (Johnson). Tell the students to listen carefully to find out • The effect of new inventions

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	5. Discuss three machines responsible for the beginning of American cloth manufacture. Since women worked these machines, why didn't they continue to spin and weave in the home? Add to the time line: 1791 "water spinning" factory 1793 cotton gin 1814 water power loom Ask: 1) How did the building of the power loom affect the thread spinning industry? 2) How did the cotton gin in turn affect the textile industry? 3) How did these developments affect the price of cloth? Suggested References: *America's Own Story*, (Devereaux) pp. 317-321 *Miracle in Motion*, (Shippen), Chapters III and V *Story of American Freedom, The*, (McGuire), pp. 208-209
Intake of information Organizing information Interpretation of data on a time line	6. Read about early automobiles in *Story of American Freedom, The*, (McGuire), pp. 286-288. Add to the time line these dates: 1839 Goodyear and rubber process 1851 Kelly and steel process (or 1856, Bessemer in England) 1859 first oil well with gasoline as a by-product 1885 gasoline engine

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
	Discuss the importance of each of these dates on the development of the first gasoline auto in 1895 by Duryea.
Expression	7. Let the students work in pairs to build a chain of changes that have come about as a result of the automobile. Typical chains produced by fifth-graders: Car → roads → pavement → travel → service station → motels → restaurants → new jobs Car → highways → live farther from work → get home late Car → service stations → oil industry → more jobs Have one pair put a chain on the chalkboard. Ask: • Where did another pair branch off to something different?
	8. Have one of the students from the group studying the Great Lakes Region tell the class the story of Henry Ford.
Expression	9. Have the class write for their notebook a paragraph titled "We Are a Nation on Wheels."

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities
Intake of information	10. Read *Story of American Freedom, The,* (McGuire), pp. 213-215. Discuss three minerals important for the industrial development of the U.S. On the map locate deposits of coal, iron, and oil. Suggested References: *Living in the Americas,* (Cutright), pp. 113, 284, 315 _____ pp. _____ _____ pp. _____ Motion Picture: *Great Lakes Area, The: Men, Minerals and Machines*

Progress often involves cooperation between countries. In the following sequence (Act. 11-13), the students examine the joint Canadian and United States effort on the St. Lawrence Seaway.

Intake of information	11. Read about the industrial area of Canada - southern Ontario and Quebec. Suggested References: *Knowing Our Neighbors in Canada and Latin America,* (Carls), pp. 94-101 *Living in the Americas,* (Cutright), pp. 435-439

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities
Organizing Information Inferring and Generalizing	12. Let each child map the great industrial belt of North America on a desk map, including the Great Lakes Inland Waterway, southern Ontario, and Quebec. Have the students examine their maps. Ask: What do you notice about Canada's and our industrial area? Suggested Reference: *Knowing Our Neighbors in Canada and Latin America*, (Carls), p. C.102 *Living in the Americas*, (Cutright), p. 433 _____ p. _____ _____ p. _____
Inferring and Generalizing	13. Show the motion picture, *The Story of the St. Lawrence Seaway.* Tell the students to watch carefully to find out the answer to the question: • Why do you suppose Canada and the United States worked together on the St. Lawrence Seaway? Suggested question sequence: 1) What happened in the picture? 2) Why did Canada and the United States want a seaway? 3) What were the problems?

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities
	4) How were the problems solved? 5) What idea does this give you about how nations can solve problems? Alternate Reference: If the motion picture is not available, read *The St. Lawrence, Seaway of North America*, (White).

Change may be the result of many factors and may cause additional changes. These changes may be viewed differently by different people. In the following sequence (Act. 14-26), the students consider the series of changes brought by the "Machine Age" and the problems accompanying the growth of cities.

Stress the interdependence of regions	14. Recall from the study of the colonial South the main crops planted by the colonists. Ask: · Where was cotton shipped at first? · After the separation from England, where was it shipped? Have some students from the Northeast and the South groups tell how the invention of the cotton gin affected "their" region.
	15. Show one of the filmstrips, *The U.S. South* or *Then and Now in the Cotton Belt.*

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
Helping students become aware of the fact that change may be brought about by • Many factors • Outside forces	Tell the students to watch to find out: • What changes have taken place in the South Discuss some of the special problems of the South that forced them to change: Boll-weevil Erosion Worn-out land Share-croppers Effect of price fluctuations on the one-crop farms Suggested Reference: Filmstrip: *George Washington Carver*
Exchange of information Organization of information	16. As the students begin to exchange information about a question (or a couple of related questions): • Record significant data on the chalkboard. In getting out the data, the teacher will need to formulate additional questions to help the student recall important information. Such questions might be: • What else did the manufacturer need in order to produce. . .? • Why was this not used as a resource by the first colonists? Then: • What besides materials did the later people use?

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
	• When data on several questions have been exchanged, ask the students to plan a chart on which the data can be recorded. Such questions as those listed below may be helpful: 1) What are some of the things that all three groups talked about? What else? 2) If we put that data in one column, what could we call the column? • Put the organized data on butcher paper. • When the chart is complete, ask: 3) What title should we give the chart?

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
Save this chart. It will be used in the Conclusion	The chart shown below is an example of categories the class might suggest. The number of categories might well be reduced for many classes.

Area	What Was Produced		Resources Used		Inventions
	at first	later	at first	later	Ideas
New England	food, ships, barrels, whale oil, pots	cloth, tools	land, forests, copper, man's skills	water power, man's skills, raw materials from other regions	spinning jenny power loom cotton gin factories
Great Lakes	food	cars, machinery	land, forests, man's skills	coal, iron, oil, man's skills	gas engine assembly line interchangeable parts
South	cotton, tobacco, rice	peanuts, textiles, paper, steel, plastics	land, people, man's skills	water, forests, land, man's skills, minerals	new chemicals plant research soil conservation factories

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	17. Let the class look at the filled-in chart as you ask a sequence of questions, such as: 1) Looking at what was produced at first and the resources used, what can you say that would be true for all three regions? 2) What would be true of all three regions later? 3) Focus on one invention or idea, and ask: Whose lives did it affect? In what ways did it affect them? 4) How do you think these people felt (or feel) about these changes? 5) Looking at the whole chart, how do you think living has changed in these areas? Typical responses to the last question have been: • Americans changed from using materials that were mostly around them to using materials from far away and making different things. • Americans changed from working at home or in small groups to working in big factories. • Because of new inventions and ideas, the Americans learned to produce new products and changed the way of manufacturing. It became very complex.

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
Invent samples rather than using examples of poor generalizations that are a product of a student. The purpose of the activity is to develop a student's skill in generating good generalizations and to alert him to those that are faulty. Increasing student skill in evaluating inferences and generalizations	18. Invent two or three generalizations that have the same qualities (good/poor) that are present in the generalizations the students write. Put the generalizations on the board one at a time and have the students analyze them. For example: <u>Overgeneralization</u> Sample: All the southern farmers raised tobacco but now they raise peanuts. Ask such questions as: • Was this true of all southern farmers? • What could we say that would be true of many other southern planters? • How could we change the last part of the statement so it would be more nearly correct for farming in the South today? Sample: From what we read and have on our chart, it looks like there is more manufacturing everywhere. Ask: • Why do you suppose the person who gave this statement said, "From what we read and have on our chart?" <u>Precision</u> Sample: People who need certain materials that they do not have often get that material from other places.

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
	Ask: • Look at the part of the statement that says "who need certain materials that they do not have." Why do you suppose the person who gave that statement included those words? Write on the board a second sample: People do different things. Ask: • How could we change this statement so it would tell more clearly how or why people do different things? <u>Abstractness</u> Sample: In different times,manufacturers have used water, steam,and electricity to run machinery. Sample: In different times,manufacturers have used different kinds of power to run machinery. Ask: • What difference do you notice in the way these two statements are worded?
The purpose of this activity is to encourage students to consider how	19. Have each child select one idea or invention and write a sentence about how it might be viewed by people in two different situations.

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
events affect people in many different ways. Stress tentativeness in statements about how other people may think. Decentering	For example: • Plant research: How do you think Dr. George Washington Carver <u>might</u> think about it? How do you think the tobacco farmer with worn-out soil <u>might</u> think about it? • Assembly line: How do you think an assembly line worker <u>might</u> think about it? How do you think the manager of a factory <u>might</u> think about it?
Encouraging flexibility in interpreting points of view	In sharing, encourage students who differ in their thinking to contribute. For example: • One worker might view the assembly line as monotonous. • Another worker might view it as a job in which he is not required to learn many different skills.
Adding new information to previously developed lists	20. Display the groupings of "What Keeps a Factory Running" developed in the Opener. Let the students work in pairs: • To add items to a group • To add new groupings, or • To suggest a different kind of grouping
Checking student hypotheses	Have the students check their hypotheses made in Act. 1. What would they change? Add?

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities
	21. Read about the "Machine Age," the need for more workers, the movement of people into industrial areas. The students may have covered enough material to do this sequence without additional intake. Suggested References: *America's Own Story*, (Devereaux), pp. 329-335, 319 *Machines and the Men Who Made the World of Industry*, (Hartman), pp. 35-47, 270-274
	22. Review from *The Lost Violin*, (Judson) (Unit II) what living in Chicago meant to the immigrant family. What problems did these people have?
Intake of information	23. Read an account of Jane Addams and Hull House or about Jacob Riis' attempts to improve conditions in the early days of the Machine Age. Suggested References: *Story of American Freedom, The*, (McGuire), pp. 308-310 *Jane Addams, World Neighbor*, (Gilbert)
Increasing students' awareness of current problems	24. Have the students bring in clippings from newspapers and magazines that tell: • What the problems are in our cities today

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities
	• What is being done about the problems • How the people of the cities feel about what is being done Let the students share the items they have brought in and decide how they should be organized and labeled on a bulletin board. Keep this bulletin board on-going throughout the rest of the year. Read poems from *On City Streets*, (Larrick, ed.) Suggested poems: "Broadway Twilight," p. 19 "Sunday," pp. 32-33 "People," p. 43 "Our Largest and Smallest Cities," p. 144
	25. Have the class read *The Story of American Freedom*, (McGuire), p. 312. Ask them to plan a statement for the Big Ideas Chart about saving human resources.
Inferring and Generalizing	26. Show the motion picture *Urban Sprawl*. Ask the students to watch to find out: • How cities continue to change

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: *Americans have changed the manner and means by which goods and services are produced and distributed.*

Notes to the Teacher	Learning Activities
Evaluation Check to see whether the students' generalizations show change since Act. 18 in: • Abstractness • Precision • Inclusiveness	Suggested question sequence: 1) What changes have occurred in our cities? 2) How do you account for these changes? At this point, have each child write a statement in answer to the question: 3) What idea do you get about what happens as cities become larger and larger? Add to the Big Idea Chart a generalization or two about the changes and growth of cities; these would be statements agreed upon by the whole class. Alternate Reference: *United States and Canada*, (Barrows), pp. 19-23
	27. Let the class work in pairs to plan how one change leads to another change or a series of changes. For example: • Cotton gin → more cotton → bigger factories → need for workers → move to cities • Reaper → larger farms → more people → fenced ranges • Steel plow → loss of grass roots → dust storms → loss of population → soil conservation • Automobile → gasoline engine → better roads → service stations more travel → accidents → littered roadsides • Farming to manufacturing → movement to cities → more food needed to feed people → fewer people to work farms → more machinery needed

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities

Automation ⟶ need for highly trained people ⟶ unemployment ⟶ need for better education for children
Bigger industries ⟶ dwindling resources ⟶ need for conservation
More machines ⟶ more goods ⟶ shorter work days ⟶ higher pay ⟶ better standard of living
More goods ⟶ need for other markets ⟶ increased trade with Canada and other countries
Larger cities ⟶ health and safety problems ⟶ more government services ⟶ higher taxes

Write some of them on the board for the concluding discussion.

Conclusion

Use the chart from Act. 16 and the series of changes from Act. 26.

Ask:

1) What goods and services does America produce today that colonists did not have?
2) How was America able to do this?
3) Which is more important to the production of goods and services, human resources or natural resources? Why?
4) What are the results of not developing human resources through education, health care, etc.?
5) What can you say about what has happened in the production of goods and services since the time of the colonists?

UNIT V

MAIN IDEA: TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE.

Organizing Idea: Americans have changed the manner and means by which goods and services are produced and distributed.

Notes to the Teacher	Learning Activities
Applying Generalizations	Ask: 1) What do you suppose would happen if a machine were invented that would remove dirt by means of sound waves? 2) What makes you think that would happen? 3) What would be needed in order for that to happen? 4) If, as one of you predicted, (so and so) happened, what do you think would happen after that?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Applying generalizations (5)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Sensitivity to feelings and thoughts of others (9)

g. Ability to relate one's own values to those of others (13)

h. Comprehension of concepts and generalizations about the various peoples studied in the unit, and about their environments (17)

i. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Contributing Idea:

1. Physical features may extend beyond political boundaries.

Content Samples:

Rocky Mountain System
Appalachian Highlands
Yukon River

Contributing Idea:

2. Regions differ in the kinds of resources they provide for man's activities.

Content Samples:

Agricultural land
Mining areas
Lumbering areas

Contributing Idea:

3. Man's activities may be largely dependent on the transporting of raw materials from one area to another.

Content Sample:

Industrial belt

Contributing Idea: 4. The development of resources may require international cooperation.

Content Sample: The St. Lawrence Seaway

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Organization of the class to provide information used in reaching the main idea.

Opener - Act. 8

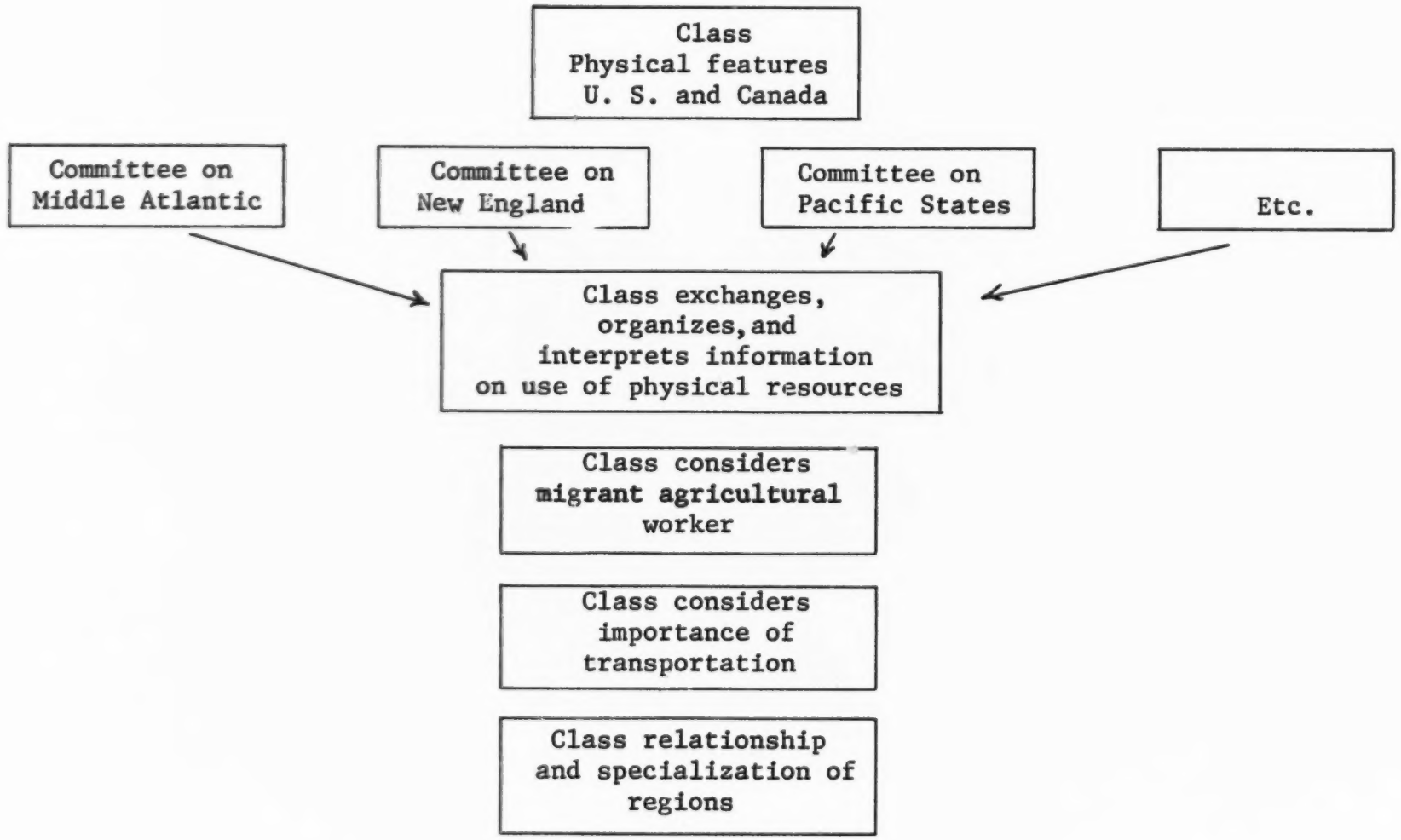
Act. 9 - Act. 10

Act. 11 - Act. 17

Act. 18 - Act. 20

Act. 21 - Act. 27

Conclusion



UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities

The physical nature of a region influences many activities of the people. In the following sequence (Opener-Act. 21) the students contrast the different physical environments of the United States and the crops raised.

Opener

Tell the students to think carefully for a couple of minutes, then to make a list of:

1) What they know about the geography of the United States.

After the lists are complete, tell the students to:

2) Organize the items they have listed as if it were to be a Table of Contents in a book.
3) Ask them to label their groups.

Have the students open their geography text and examine the Table of Contents. Ask:

- How are your groupings different from the groupings in the textbook?

Help the students see that people may group things differently without being wrong. For example:

- Regional grouping
- State grouping
- Topical grouping (such as Industry)

Developing Concepts

One purpose of this activity is to help students see the relationships between grouping items and a Table of Contents.

A second purpose is to assess:

- Whether the students express an awareness of the place of people in the study of environment
- The accuracy of students' information

Start a group of students reading the following books on migrant agricultural workers:

Cotton in My Sack, (Lenski)
Davey, (Hall)
Roosevelt Grady, (Shotwell)
Run, Reddy, Run, (Biesterveld)
Velvet Room, The, (Snyder)

These books will be used in Act. 18.

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
	• Which items are mentioned in the book that were left out of your list? Do not belabor this question but use it mainly to have the students note that many probably failed to mention people. • Why do you suppose the authors of your geography text felt it was proper to write about the people? Have the students keep their lists and groupings in their folder. As information is exchanged, have the students check their lists to correct misinformation or to add new information.
Intake of information Map reading	Development 1. Have the class look at a relief map of North America to observe what physical features Canada and the United States have in common. Review what has been learned of the physical features of the continent. Contrast the Rocky Mountains with the Appalachians. • What do the Appalachian Highlands become in Canada? • Do the Rocky Mountains stop at the borders? Have the students trace with their hands this large mountain chain from north to south. • What can we learn about these mountains when looking at a polar map?

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
	Trace the sweep of the plains area from the Gulf of Mexico through the Arctic circle. Discuss the map's elevation legend and point out the sloping upward of the land from the Mississippi River westward. Trace the Mississippi River System and the St. Lawrence Seaway. Compare for source, mouth, and direction of flow. Emphasize the fact that generally the major rivers feeding into the Mississippi flow from north to south. Find in the classroom something made of wood. Discuss with the class what is meant by "grain." Looking at the map of North America, can they see that the "grain" of the land runs north and south. How did this fact create hardships for the people moving west? Look at the coastline of North America. • Where are the most harbors? • How would the beginning of the colonies have been affected if the east coast had been like the west coast?
Recording information on maps	2. Let the students enter the major mountain ranges and river systems on a desk outline map of Canada and the United States.

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities
Intake of information	3. Show the motion picture *Geography of the United States: An Introduction.* Tell the students to watch to find out: • The different kinds of land we find throughout the United States Alternate Activity: If the film is not available, have the students read in their texts an overview of America's landforms. Suggested References: *Geography: United States and Canada*, (Preston), pp. 23-31 _____ _____ _____ pp. _____ _____ _____ pp. _____
Recording information on maps Remember to have students check their lists developed in the Opener.	4. Let the class draw a cross-section diagram of the United States for their notebooks. Suggested References: *Geography: United States and Canada*, (Preston), pp. 23-31 _____ _____ pp. _____ _____ _____ pp. _____

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
	5. Show the motion picture *Canada: Landform Regions* Let the students compare Canadian landforms with those of the United States. Ask: Which landforms seem to be a continuation of a landform from one country to another? Which river flows from one country to another? Alternate Reference: If the film is not available, use a relief map of North America.
	6. Use the globe to show the position of North America in relation to the rest of the world. Who are our neighbors in the western hemisphere? From which continents have people come to America?
	7. Measure distances, using the map key, from the nearest large city to New York, to Fairbanks, to Havana, to Mexico City, to Moscow. Try to use a variety of maps for this activity, especially a polar projection and the globe.

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
	8. Play the map game using directions. For example: I started in San Francisco, and flew north across the boundary line of the United States. In what country would I be? From San Francisco I flew northeast to a large city on a big lake. Then I went southeast to a long peninsula. Where would I be?
Experience has indicated that groups of four or five are more productive than the larger committee groups. More than one group may study the same region.	9. Display the books, filmstrips, fugitive materials etc. Provide an opportunity for the students to browse before asking them to select a particular region for study. Organize committees to study the major regions of the United States. Let each group meet to list the questions they think would be important to answer about the region they are studying. The pattern for committee work will be: • Intake of information through reading, listening to stories, audio-visual materials, resource people in the community, and current events. • Exchange of information • Organization of information through developing maps, graphs, and other visual materials • Class discussion on: Relationships between regional environment and man's activities Changes brought about by men living in the region

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities
Intake of information	Unique features distinctive of each region Contrasts among regions - similarities and differences Let the students read widely for several days to answer their questions and the broad question: · What is life like in the _____ region of the United States? Suggested References: GENERAL *Freedom and Plenty: Ours to Save*, (Bronson) *Illustrated Book of American Folklore, The*, (Botkin) *Our Fifty States*, (Miers) *Rainbow Book of American Folk Tales and Legends*, (Leach) *Transportation: Lifeline of America*, (Bienvenu) *With a Wig, With a Wag*, (Cothran) *Why We Live Where We Live*, (Evans) MIDDLE ATLANTIC STATES *Elin's Amerika*, (DeAngeli) *Enchantment of American Series*, (Carpenter) *Henner's Lydia*, (DeAngeli) *Indians of the Long House*, (Bleeker) *Men at Work in the Mid-Atlantic States*, (Lent) *New Jersey*, (Robertson), "States of the Nation Series" *Stowaway to America*, (Dahl)

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities

MIDDLE ATLANTIC STATES (Cont'd)

Filmstrip: *Then and Now in the Great Lakes Waterway*

NEW ENGLAND STATES

Enchantment of America Series, (Carpenter)
Massachusetts, (Coit), "States of the Nation Series"
Men at Work in New England, (Lent)

Filmstrip: *U.S. Northeast*

NORTH CENTRAL STATES

Enchantment of America Series, (Carpenter)
Grasslands, (Goetz)
How Automobiles are Made, (Cooke)
Men at Work in the Great Lakes States, (Lent)
Michigan, (Nye), "States of the Nation Series"
St. Lawrence, Seaway of North America, The, (White)
Where the Ohio Flows, (Crout)
Wisconsin, (Derleth), "States of the Nation Series"

Filmstrips: *The U.S.: Great Plains*
Then and Now in the Midwest Dairy Lands

Motion Picture: *Central Farming Region, The: Food for the Nation*

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities

ROCKY MOUNTAIN STATES

Apaches, The, (Israel)
Coming of the Mormons, The, (Kjelgaard)
Enchantment of America Series, (Carpenter)
Men at Work in the Great Plains States, (Rubicam)
Men at Work in the Mountain States, (Rubicam)
New Mexico, (Schaefer), "States of the Nation Series"
Pueblo Indians, The: Farmers of the Rio Grande, (Bleeker)

Filmstrip: *U.S. Interior West*

8 mm Film Loop: *Geographic Causes of Deserts*
Mountains
Mountain Storm

Motion Picture: *The Great Plains*

SOUTH CENTRAL STATES

Cherokee, The: Indians of the Mountains, (Bleeker)
Cotton in My Sack, (Lenski)
Enchantment of America Series, (Carpenter)
Mississippi, Giant at Work, The, (Lauber)
New Tall Tales of Pecos Bill, (Felton)
Sequoyah: Leader of the Cherokees, (Marriott)
Working South, The, (Land)

Filmstrip: *U.S. South*

Motion Picture: *Gulf Coast Region, The: The South's Land of Opportunity*

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities

SOUTHEASTERN STATES

Enchantment of America Series, (Carpenter)
Getting to Know Virginia, (Sutton)
Men at Work in the South, (Lent)
Seminole Indians, The, (Bleeker)
South Carolina, (Edwards), "States of the Nation Series"
Swamps, (Goetz)
Virginia, (Frome), "States of the Nation Series"
West Virginia, (Sutton), "States of the Nation Series"

Filmstrip: *Then and Now in the Old South*

PACIFIC STATES

Alaska, (Pederson), "States of the Nation Series"
Alaska: The Forty-Ninth State, (Lindquist)
Arctic Tundra, The, (Goetz)
Enchantment of America Series, (Carpenter)
Getting to Know Alaska, (Breetveld)
Getting to Know Hawaii, (Laschever)
Hawaii: The Fiftieth State, (Borden)
Hawaiian Way, The, (Hays)
Here Is Alaska, (Stefansson). Difficult.
Last Frontier, The, (Adams)
Men at Work on the West Coast, (Lent)
Oregon, (Noble), "States of the Nation Series"
Paul Bunyan, (Dolbier)
Picture Map Geography of Canada and Alaska, The, (Quinn)
Sea Hunters, The, (Bleeker)
Trip to Hawaii, A, (Greene)
Two Nations - U.S. and Canada, (Buell)
Washington, (Pellegrini), "States of the Nation Series"

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities

SOUTHEASTERN STATES

Enchantment of America Series, (Carpenter)
Getting to Know Virginia, (Sutton)
Men at Work in the South, (Lent)
Seminole Indians, The, (Bleeker)
South Carolina, (Edwards), "States of the Nation Series"
Swamps, (Goetz)
Virginia, (Frome), "States of the Nation Series"
West Virginia, (Sutton), "States of the Nation Series"

Filmstrip: *Then and Now in the Old South*

PACIFIC STATES

Alaska, (Pederson), "States of the Nation Series"
Alaska: The Forty-Ninth State, (Lindquist)
Arctic Tundra, The, (Goetz)
Enchantment of America Series, (Carpenter)
Getting to Know Alaska, (Breetveld)
Getting to Know Hawaii, (Laschever)
Hawaii: The Fiftieth State, (Borden)
Hawaiian Way, The, (Hays)
Here Is Alaska, (Stefansson), Difficult.
Last Frontier, The, (Adams)
Men at Work on the West Coast, (Lent)
Oregon, (Noble), "States of the Nation Series"
Paul Bunyan, (Dolbier)
Picture Map Geography of Canada and Alaska, The, (Quinn)
Sea Hunters, The, (Bleeker)
Trip to Hawaii, A, (Greene)
Two Nations - U.S. and Canada, (Buell)
Washington, (Pellegrini), "States of the Nation Series"

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities
	PACIFIC STATES Filmstrips: *Eskimos of St. Lawrence Island*, (Series), "Life in an Eskimo Village" *Far Western States, The* Motion Picture: *Hawaii: The Island State* *Hawaii: U.S.A.* *Forest Murmurs* After several periods of reading, distribute the study questions for which each group is responsible. Suggested study questions: · What are the land and climate like in the region? · What physical resources does it have? · How do the people use the resources? · What materials do the people secure from other regions/countries? · What problems does the region have? · What is being done about the problems? Who is doing it? · What special features does the region have?
Student planning for the exchange of information	10. Provide opportunities for groups (of not more than four or five) to meet and to decide: · How they will <u>show</u> something important about their region · Who will be responsible for preparing the exhibit (For example, graph or picture)

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities
	• Who will speak for the group Provide an opportunity for the class to listen to the tapes *How to Read Graphs* and *How to Read Picture Graphs*
Exchanging information Organizing information on desk maps	11. Let each group locate for the class the centers of population, major rivers, and mountains of the regions studied, on the wall map as they are mentioned. List these on the board as the groups report. Have each student in the class enter the items on his desk map. Make certain the groups include the major national peaks.
	12. Look at a vegetation or land-use map. Let each committee tell what forest products are produced in its region, if that is an important source of employment for the people. Indicate these on the desk maps.
Interpreting maps	13. Read about one of Canada's most important exports, forest products. • Who is Canada's best customer? • What factors encourage the growth of forests? Suggested Reference: *Geography: United States and Canada*, (Preston) pp. 348-353

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
Exchange of information	14. Ask each group to discuss: • The major crops of the region • Where the markets are • The problems involved in farming • What is being done about them Identify the major production belts of the United States and map them on the bulletin board and desk maps. Suggested References: *Geography: United States and Canada*, (Preston), pp. 164, 206, 213, 291, 296 *Living in the Americas*, (Cutright), p. 27 Motion Picture: *Climates of the United States* 15. Compare the major farm belts of the United States with a precipitation map and a temperature map. Ask: • Which crops need much rainfall? Little rainfall? • Which crops need a long growing season? Suggested Reference: *Geography: United States and Canada*, (Preston), p. 33, (Precipitation and Temperature Map)

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
Increasing students' awareness of the many factors related to a single agricultural activity.	16. Let the students work in pairs to select a major crop of the region they are studying. Have them list as many physical factors as they can that are related to growing that crop. For example: Raising corn (has something to do with) → _____ _____ _____ _____ _____ Raising sugar cane (has something to do with) → _____ _____ _____ _____
Sharing results of student thinking Increasing student awareness of the role of human resources and the capital and market man provides.	17. Let the students pool their thinking on how many physical factors are related to the growing of crops. Ask: • What besides soil and climate are needed to produce a crop? Encourage the students by additional questions to recall that people are needed to provide: • Know-how • Labor • Market • Capital

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities
Reserve the book *Roosevelt Grady* (Shotwell) for Act. 19.	18. Let the students who have been reading the books on migrants discuss the books, focusing on: • The problems and contributions of migrant farm workers • The way different people feel about performing migrant work
Attitudes, Feelings, and Values	19. Let the student who read *Roosevelt Grady*, (Shotwell) tell the story up to the point where Father and Mother argue about whether the children will pick beans or go to school. (Approximately page 58) Read the episode beginning "Beans are running good," said Papa. . . "When we come to a camp where there's a school, they're going to school. Understand? No more picking then." (Approximately pp. 58-61) Suggested question sequence: 1) What happened in the episode I just read? 2) What do you think were Mother's reasons for saying what she did? 3) What do these reasons tell you what she thought was important? 4) What do you think were Papa's reasons for saying what he did? 5) What do these reasons tell you about what he thought was important? 6) If you were saving money for a bike that you wanted very much and somebody offered you a baby-sitting job on a school day, what would you do? Why?

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: *America's many different environments encourage different areas to specialize in particular kinds of work.*

Notes to the Teacher	Learning Activities
	7) What does this show you about what you think is important? 8) What differences do you see in what all these people think is important?
Expression Decentering	20. Tell the students they are to think like a person who is involved in farming. Have them write a paragraph either using an idea of their own or titles such as follows: • Harvest Over - Move On • It's Time to Plant • The New Cotton Picking Machine • Hot Days in the Cornfields
Remember to have the students check their lists developed in the Opener.	21. Show the motion picture *Canadian Wheat Belt.* Tell the students to watch to see: • What factors of the environment are about the same as those found in the Wheat Belt of the United States? Alternate References: *Geography: United States and Canada,* (Preston), pp. 337, 345, 346, 348, 362 *Living in the Americas,* (Cutright), pp. 433, 434, 440

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
	The many environments and the development of transportation facilities have fostered interdependence among the regions of the United States and Canada. In the following sequence (Act. 22-27), the students consider the relationship between the industrial, mining, and agricultural regions of the United States and Canada.
	22. Review from Unit V the industrial belts of North America. Discuss where in the United States and Canada we find more agriculture than manufacturing? More factories than farms? A great deal of both?
Exchanging information	23. Ask: • What does the Rocky Mountain area contribute, where neither farming nor manufacturing is very important? Let each group contribute information for the following questions: Where could a coal miner earn a living? An oil driller? A uranium expert? etc. Where are these mineral deposits in Canada?

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
Formulating Hypotheses	24. Pin on the wall map small flags indicating the major mineral resources of North America. • Which are in the industrial belts? Remove from the map all the iron deposits around the Great Lakes. As you do, pretend to live in that area and ask the class to tell what they would do now. Re-locate on the map the iron deposit flags - this time on the Great Plains. • What changes would that cause?
	25. Ask committee members to discuss the importance of water in their region. • In which regions are steps being taken to save the water and the soil? • Who is involved? Optional Activity: For extra work, a child might read and report on the importance of water to Canada at Kitimat, where cheap power allows them to import bauxite from South America to produce aluminum.

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
	26. Look at the desk maps on which the major cities have been located. • Which ones are in agricultural and industrial belts? • Which are near the raw materials important to their industry? Let each committee discuss which raw materials and manufactured products are produced in enough quantitiy to be shipped elsewhere. • What advantages or disadvantages does the region have in transporting goods?
	27. Have the students write a paragraph entitled "Today We Depend On." Let the students meet in groups of four to: • Read their paragraphs to each other • Discuss for a couple of minutes whether now we are more or less dependent on our immediate environment than people were in colonial times. On each other? • Select someone to report the thinking of the group to the class As the students report for the group, ask: • Was there a difference of opinion in your group? • What was the dissenter's point of view?

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
Inferring and Generalizing A wide range in the abstractness and inclusiveness of generalizations can be expected. Check for growth on the part of individuals and the class.	Conclusion Direct the students' attention to the wall map, the graphs, and the desk maps they have developed. Tell them to look carefully at the materials. Ask: 1) What differences do you notice among the regions of the United States? List a number of the differences on the chalkboard. Select one and ask: 2) How do you account for this difference? 3) What might be the result of this difference? Encourage a number of students to suggest a variety of consequences. Repeat questions 2 and 3 for differences that appear to be productive. Have the students write their responses to the following: 4) What idea does this give you about what <u>may</u> happen when a country has a variety of resources? Typical responses have been: • The people in the industrial belt depend on the farm belt for much of their food.

UNIT VI

MAIN IDEA: THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN USE OF LAND.

Organizing Idea: America's many different environments encourage different areas to specialize in particular kinds of work.

Notes to the Teacher	Learning Activities
	• Because America has many different kinds of raw materials, it can have many different kinds of workers. They depend on each other. • Because the different resources seem to be kind of arranged together it seems like certain industry is done in certain places sometimes. But sometimes the raw material is brought someplace else for some good reason.
<u>Applying Generalizations</u> The purpose of the last question is twofold: • To encourage flexibility and divergent thinking • To maintain a sense of tentativeness in the predictions	Tell the students to think carefully about their regions. Ask: 1) Suppose the transport workers of the United States went on strike, what do you think would happen? 2) What makes you think this would happen? 3) What would be necessary in order for this to happen? 4) If, as one of you predicted, (such and such) happened, what do you think would happen after that? 5) Does someone have a different idea about the consequences?

BIBLIOGRAPHY

The books listed below are those books referred to in the learning activities and are both textbooks and general trade books. While all the books were carefully selected, no bibliography can be complete, and if appropriate books are available but not listed, they should be used. The individual teacher is in the best position to determine suitability of books for a particular class.

The Roman numerals indicate the Unit in which the book is used.

Adams, Ben
Last Frontier, The,: A Short History of Alaska. New York: Hill & Wang, 1961 — VI

Adams, Russell L.
Great Negroes: Past and Present Chicago: Afro-American, 1964 — III

Adams, Samuel H.
Erie Canal, The. New York: Random House, 1953 — IV, V
Santa Fe Trail, The. New York: Random House, 1951 — IV

Angelo, Valenti
Bells of Beecker Street, The. New York: Viking Press, 1949 — II
Hill of Little Miracles. New York: Viking Press, 1950 — II

Asimov, Issac
Satellites in Outer Space. New York: Random House, 1964 — I

Averill, Esther
Cartier Sails the St. Lawrence. New York: Harper & Row, 1956 — I

Bailey, B. N.
Christopher Columbus, Sailor and Dreamer. Boston: Houghton Mifflin, 1960 — I

Baity, Elizabeth Chesley
Americans Before Columbus. New York: Viking Press, 1961 — II

Baker, Betty
Little Runner of the Longhouse. New York: Harper & Row, 1962 — II

Banks, Marjorie Ann
Where Rivers Meet. Westchester, Ill.: Benefic, 1961 — VI

Barksdale, Lena
First Thanksgiving, The. New York: Alfred A. Knopf, 1942 — II

Barrows, Harlan H.
United States and Canada. Morristown, N.J.: Silver Burdett, 1968 — V, II

Bauer, Helen
California Indian Days. Garden City, N.Y.: Doubleday, 1968 — IV

Beals, Frank L. & Ballard, Lowel C.
Real Adventures with the Pilgrim Settlers. San Francisco: Harr Wagner, 1954 — II

Behrens, June
Soo Ling Finds a Way. San Carlos, Calif.: Golden Gate Junior Books, 1965 — II

Bendick, Jeanne
First Book of Automobiles, The. New York: Franklin Watts, 1955 — V

Bennett, Lerone Jr.
Before the Mayflower: A History of the Negro in America 1619-1966. Chicago: Johnson Publishing Co. n.d. — II

Berger, Josef & Wroth, Laurence C.
Discoverers of the New World. "American Heritage." New York: Harper & Row, 1960

Best, Herbert
Watergate: A Story of the Irish on the Erie Canal. New York: Holt, Rinehart & Winston, 1952 II

Bienvenu, Harold
Transportation: Lifeline of America. Chicago: Scott Foresman, 1961 V, VI

Biestervold, Betty
Run Reddy Run. New York: Thomas Nelson & Sons, 1962 VI

Bishop, Curtis K.
Little League Amigo. Philadelphia, Pa.: J. B. Lippincott, 1964 II

Bleeker, Sonia
Cherokee, The: Indians of the Mountains. New York: William Morrow, 1952 VI
Indians of the Longhouse. New York: William Morrow, 1950 II, VI
Pueblo Indians, The: Farmers of the Rio Grande. New York: William Morrow, 1955 II, VI
Sea Hunters, The: Indians of the Northwest Coast New York: William Morrow, 1951 VI
Seminole Indians, The. New York: William Morrow, 1954 VI
Sioux Indians, The. New York: William Morrow, 1962 IV

Bliven, Bruce
American Revolution, The. New York: Random House, 1958 III

Bonham, Frank
Mystery in Little Tokyo. New York: E. P. Dutton, 1966 II

Bonner, Mary
Canada and Her Story. New York: Alfred A. Knopf, 1954 I

Bontemps, Arna
Famous Negro Athletes. New York: Dodd, Mead, 1963 II
Frederick Douglass: Slave - Fighter - Freeman. New York: Alfred A. Knopf, 1959 II
Lonesome Boy. Boston: Houghton Mifflin, 1967 II
Sad-Faced Boy. Boston: Houghton Mifflin, 1937 II
Story of the Negro. New York: Alfred A. Knopf, 1958 II, III

Borden, Charles A.
Hawaii: The Fiftieth State. Philadelphia, Pa.: Macrae Smith, 1960 VI

Borreson, Mary Jo
Let's Go to Plymouth With the Pilgrims. New York: G.P. Putnam's Sons, 1963 II

Botkin, Ben & Withers, Carl
Illustrated Book of American Folklore, The. New York: Grosset & Dunlap, 1948 VI

Breetveld, J.
Getting to Know Alaska. New York: Coward-McCann, 1958 VI

Brewster, Benjamin
First Book of Indians, The. New York: Franklin Watts, 1950 II

Brink, Carol R.
Caddie Woodlawn. New York: Macmillan, 1935 IV

Bronson, Wilfred S.
Freedom and Plenty: Ours to Save. New York: Harcourt, Brace & World, 1953 IV - VI

Buehr, Walter
French Explorers in America, The. New York: G. P. Putnam's Sons, 1961 I, II
Railroads: Today and Yesterday. New York: G. P. Putnam's Sons, 1957 IV

Buell, Robert
Two Nations - U.S. & Canada.
Century Schoolbook Press, 1965 — I, III

Buff, Mary & Conrad
Hah-Nee of the Cliff Dwellers.
Boston: Houghton Mifflin, 1956 — II

Bulla, Clyde Robert
Benito. New York:
Thomas Y. Crowell, 1961 — II
Down the Mississippi. New York:
Thomas Y. Crowell, 1954 — IV
Indian Hill. New York:
Thomas Y. Crowell, 1963 — II
John Billington, Friend of Squanto.
New York: Thomas Y. Crowell, 1965 — II
Johnny Hong of Chinatown. New York:
Thomas Y. Crowell, 1952 — II
Squanto, Friend of the White Men. New York:
Thomas Y. Crowell, 1954 — II
Viking Adventure. New York:
Thomas Y. Crowell, 1963 — I

Burchard, Peter
Bimby. New York: Coward-McCann, 1968 — II

Burchardt, Nellie
Project Cat. New York: Franklin Watts, 1966 — II

Burt, Olive W.
John Alden: Young Puritan.
Indianapolis, Ind.: Bobbs-Merrill, n. d. — II

Campbell, Elizabeth
Nails to Nickels: Story of American Coins, Old and New. Boston: Little Brown, 1960 — V

Carls, Norman & Sorenson, F. E.
Knowing Our Neighbors in Canada & Latin America.
New York: Holt, Rinehart & Winston, 1964 — V

Carlson, Natalie Savage
The Empty Schoolhouse. New York:
Harper & Row, 1965 — II

Carpenter, Allan
"Enchantment of America Series."
Chicago: Children's Press

Cartwright, W. H.
John Smith: Man of Adventure. Boston:
Houghton Mifflin, 1959 — II

Casner, Mabel B., et. al.
Story of the American Nation. New York:
Harcourt, Brace & World, 1964 — II

Caudill, Rebecca
Far Off Land. New York: Viking Press, 1964 — IV

Cavanah, Frances
Our Country's Story. Chicago:
Rand McNally, 1962 — I, V
We Came to America. Philadelphia, Pa.:
Macrae Smith, 1954 — II

Clark, Allen P.
Growing Up in Colonial America.
New York: Sterling, 1961 — II

Clark, Ann Nolan
Paco's Miracle. New York:
Farrar, Straus & Giroux, 1969 — II

Glark, Thomas, Compton, Ray & Wilson, Amber
America's Frontier. Chicago:
Lyons & Carnahan, 1965 — II

Clift, Virgil A.
Negro Education in America. New York:
Harper & Row, 1962 — II

Clymer, Eleanor
My Brother Stevie. New York:
Holt, Rinehart & Winston, 1967 — II

Coatsworth, Elizabeth
Boston Bells. New York: Macmillan, 1952 — II

Cohen, Robert
Color of Man. New York: Random House, 1968 — II

Coit, Margaret
Massachusetts. "States of the Nation Series." New York: Coward-McCann, 1967 VI

Colman, Hila
Girl from Puerto Rico, The. New York: William Morrow, 1961 II

Colver, Anne
Bread-and-Butter Indian. New York: Holt, Rinehart & Winston, 1964 IV

Commager, Henry S.
First Book of American History, The. New York: Franklin Watts, 1957 I, III

Constant, Alberta Wilson
Miss Charity Comes to Stay. New York: Thomas Y. Crowell, 1959 IV

Cook, Fred, (Ed.)
Golden Book of the American Revolution, The. New York: Golden Press, 1959 III

Cooke, David C.
How Automobiles Are Made. New York: Dodd, Mead, 1957 VI

Cooper, Kenneth S. et. al.
Changing New World, The: North & South America. Morristown, N.J.: Silver Burdett, 1967 II

Cothran, Jean, (Ed.)
With a Wig, With a Wag, & Other American Folk Tales. New York: McKay, 1954 II, VI

Coy, Harold
Americans, The. Boston: Little Brown, 1958 II

Crout, George
Where the Ohio Flows. Westchester, Ill.: Benefic, 1961 II, VI

Cutright, Prudence
Living As American Neighbors. New York: Macmillan, 1969 II, III, IV
Living in the Americas. "Macmillan Social Studies" New York: Macmillan, 1969 II, V

Dahl, Borghild
Stowaway to America. New York: E. P. Dutton, 1959 II, VI

Dalgliesh, Alice
America Begins. (Revised). New York: Charles Scribner's Sons, 1958 I, II
America Travels. New York: Macmillan, 1952 V
Columbus Story, The. New York: Charles Scribner's Sons, 1955 I
Courage of Sarah, The. New York: Charles Scribner's Sons, 1954 IV
Fourth of July Story. New York: Charles Scribner's Sons, 1956 III
Thanksgiving Story, The. New York: Charles Scribner's Sons, n. d. II

Daringer, Helen Fern
Pilgrim Kate. New York: Harcourt, Brace & World, 1960 II

Daugherty, James
Landing of the Pilgrims, The. New York: Random House, 1950 II
Marcus & Narcissa Whitman, Pioneers of Oregon. New York: Viking Press, 1953 IV

D'Aulaire, Ingri & Edgar
Columbus. Garden City, N.Y.: Doubleday, 1955 I
Pocahontas Garden City, N.Y.: Doubleday, 1949 II

D'Aulaire, Ingri & Parin
Leif the Lucky. Garden City, N.Y.: Doubleday, 1941 I

Davidson, Basil
Guide to African History, A. Garden City, N.Y.: Doubleday, 1965 II

Davis, John P. (Ed.)
American Negro Reference Book, The. Englewood Cliffs, N.J.: Prentice-Hall, 1966 II

DeAngeli, Marguerite
Bright April. Garden City, N.Y.: Doubleday, 1946 II
Copper-Toed Boots. Garden City, N.Y.: Doubleday, 1938 IV
Elin's Amerika. Garden City, N.Y.: Doubleday, 1941 II, VI
Henner's Lydia. Garden City, N.Y.: Doubleday, 1936 II, VI
Skippack School. Garden City, N.Y.: Doubleday, 1939 II
Yonie Wondernose. Garden City, N.Y.: Doubleday, 1944 II

Debenham, Frank
Illustrated World Geography. New York: McGraw-Hill, 1960 I

De Leeuw, Adele
Barred Road, The. New York: Macmillan, 1954 II

Derleth, August
Wisconsin. "States of the Nation Series." New York: Coward-McCann, 1967 VI

Devereaux, Vanza & Williams, F. L.
*America's Own Story."*Living America Series." Harr Wagner, 1954 II - V

Dobler, Lavina G., & Toppin, E. A.
Pioneers and Patriots. Garden City, N.Y.: Doubleday, 1965 III

Dolbier, Maurice
Paul Bunyan. New York: Random House, 1959 VI

Dolch, Edward W.
Pueblo Stories. Champaign, Ill.: Garrard, 1956 II
Wigwam Stories. "Dolch Basic Vocabulary Books." Champaign, Ill.: Garrard, 1956 II

Dolson, Hildegarde
William Penn, Quaker Hero. New York: Random House, 1961 II

Donovan, Frank
Vikings, The. New York: Harper & Row, 1964 I

Dorian, Edith
Hokahey! American Indians Then and Now. New York: McGraw-Hill, 1957 II

Dreany, Joseph
Magic of Rubber, The. New York: G.P. Putnam's Sons, 1960 V

Durham, Philip
Negro Cowboys, The. New York: Dodd, Mead, 1965 IV

Duvoisin, Roger
And There Was America. New York: Alfred A. Knopf, 1938 I, II

Eaton, Jeanette
Trumpeter's Tale, The Story of Young Louis Armstrong New York: William Morrow, 1955 II

Eberle, Irmengarde
Grasses. New York: Henry Z. Walck, 1960 IV

Edell, Celeste
A Present From Rosita. Eau Claire, Wis.: Hale, n.d. II

Edwards, Sally
South Carolina. "States of the Nation Series." New York: Coward-McCann VI

Eibling, Harold H.
Great Names in American History River Forest, Ill.: Laidlaw Bros., 1968 IV
Our Country. River Forest, Ill.: Laidlaw,1965 III

Eichelberger, Rosa K.
Bronko. New York: William Morrow, 1955 II

Embree, Edwin R.
Indians of the Americas. Boston: Houghton Mifflin, 1939 II

Emerson, Caroline D.
New York City, Old and New. New York: E. P. Dutton, 1953 II

Epstein, Sam & Beryl
First Book of Maps and Globes, The. New York: Franklin Watts, 1959 I

Estep, Irene
Iroquois. Chicago:
Children's Press, 1961 I

Hundred Dresses, The. New York:
Harcourt, Brace & World, 1944 II

Evans, Eva
Why We Live Where We Live.
Boston: Little, Brown, 1953 V, VI

Fall, Thomas
Canalboat to Freedom. New York: Dial Press, 1966 II

Farquhar, Margaret II
Colonial Life in America.
New York: Holt, Rinehart & Winston, 1962 II

Faulkner, Georgene & Becker, John
Melindy's Medal. New York: Julian Messner, 1945 II

Felton, Harold W.
Edward Rose, Negro Trail Blazer.
New York: Dodd, Mead, 1967 IV

Jim Beckwourth, Negro Mountain Man.
New York: Dodd, Mead, 1966 IV

New Tall Tales of Pecos Bill.
Englewood Cliffs, N.J.: Prentice-Hall, 1958 VI

Fenton, Carroll L.
Moon for Young Explorers, The.
New York: John Day, 1963 I

Ferris, Helen
Favorite Poems, Old and New.
Garden City, N.Y.: Doubleday, 1957 IV

Fisher, Dorothea
Paul Revere and the Minute Men.
New York: Random House, 1950 III

Fisher, Leonard
Hatters, The. New York: Franklin Watts, 1965 II

Wigmakers, The. New York: Franklin Watts, 1965 II

Fletcher, Sydney E.
American Indian, The.
New York: Grosset & Dunlap, 1954 II,III

Floethe, Louise Lee
Indian and His Pueblo, The.
New York: Charles Scribner's Sons, 1960 II

Foster, Genevieve
Abraham Lincoln: An Initial Biography.
New York: Charles Scribner's Sons, 1950 V

World of Captain John Smith, The.
New York: Charles Scribner's Sons, n. d. II

Friedman, Frieda
A Sunday With Judy. New York:
William Morrow, 1949 II

Carol From The Country. New York:
William Morrow, 1950 II

Fritz, Jean
Brady. New York: Coward-McCann, 1960 II

Cabin Faced West, The. New York:
Coward-McCann, 1958 IV

Frome, Michael
Virginia. "States of the Nation Series."
New York: Coward-McCann, 1966 VI

Galt, Tom
Peter Zenger: Fighter For Freedom.
New York: Thomas Y. Crowell, 1951 II

Gates, Arthur L. & Peardon, Celeste C.
Pueblo Indian Stories. "Teacher's College Series."
New York: Teacher's College Press, 1964 II

Gates, Doris
Little Vic. New York: Viking Press, 1951 II

Gerson, Noel B.
Rock of Freedom. New York:
Julian Messner, 1964 II

Gilbert, Miriam
Eli Whitney, Master Craftsman.
Nashville, Tenn.: Abingdon Press, 1956 V

Jane Addams, World Neighbor.
Nashville, Tenn.: Abingdon Press, 1960 V

Glubok, Shirley
Art of the North American Indian, The.
New York: Harper & Row, 1964 II

Home and Child Life in Colonial Days.
London: Macmillain, 1969 II

Goetz, Delia
Arctic Tundra, The. New York: William Morrow, 1958 VI
Grasslands. New York: William Morrow, 1959 IV,VI
Swamps. New York: William Morrow, 1961 VI

Gorham, Michael
Real Book About Indians, The. Garden City, N.Y.: Doubleday, 1953 III

Gottlieb, William P.
Space Flight and How It Works. Garden City, N.Y.: Doubleday, 1964 I

Gould, Jean
That Dunbar Boy. New York: Dodd, Mead, 1964 II

Graham, Lorenz
North Town. New York: Thomas Y. Crowell, 1965 II

Graham, Shirley
Booker T. Washington: Educator of Mind, Head, and Heart. New York: Julian Messner, 1955 II

Graham, Shirley & Lipscomb, J.O.
Dr. George Washington Carver New York: Julian Messner, 1944 II,V

Graves, Charles P.
John Smith. Champaign, Ill.: Garrard, 1965 II

Gray, Elizabeth Janet
Meggy MacIntosh. New York: Viking Press, 1930 II

Greene, Carla
A Trip to Hawaii. New York: Lantern, 1959 VI

Gridley, Marion E.
Indians of Yesterday. Chicago: Donohue, 1940 II

Hairland, Virginia
William Penn, Founder and Friend. Nashville, Tenn.: Abingdon Press, 1952

Hall, Elvajean
Pilgrim Stories. Chicago: Rand McNally, 1962 II

Hall, Rubylea
Davey. New York: Meredith, 1951 VI

Hall-Quest, Olga
How the Pilgrims Came to Plymouth. New York: E. P. Dutton, 1946 II
Jamestown Adventure. New York: E.P. Dutton, 1950 II

Hamilton, Virginia
House of Dies Drear, The. New York: Macmillan, 1968 II

Hammett, Evelyn
I, Priscilla. New York: Macmillan, 1960 IV, II

Hammond, Winifred G.
Cotton from Farm to Market New York: Coward-McCann, 1968 V
Sugar from Farm to Market New York: Coward-McCann, 1968 V

Hammontree, Marie
A. P. Giannini, Boy of San Francisco. Indianapolis, Ind.: Bobbs-Merrill, 1956 II

Hark, Ann
Story of the Pennsylvania Dutch, The. New York: Harper & Row, 1943 II

Harrison, Deloris
We Shall Live in Peace. New York: Hawthorn Books, 1968 II

Hartman, Gertrude
Machines and the Men Who Made the World of Industry. New York: Macmillan, 1939 IV, V
Making of a Democracy, The. (Revised.) New York: John Day, 1941 II

Havighurst, Walter
First Book of Pioneers, The. New York: Franklin Watts, 1959 IV
First Book of the Oregon Trail. New York: Franklin Watts, 1960 IV

Haviland, Virginia
William Penn, Founder and Friend Nashville, Tenn.: Abingdon Press, 1952 II

Hayes, Florence S.
Skid. Boston: Houghton Mifflin, 1948 II

Hays, Wilma P.
Christmas on the Mayflower. New York: Coward-McCann, 1956 II
Fourth of July Raid, The. New York: Coward-McCann, 1959 III
Hawaiian Way, The. New York: Coward-McCann, 1961 VI

Hillbrand, Percie V.
Swedes in America, The.
Minneapolis, Minn.: Lerner, 1966 II

Hodges, C. Walter
Columbus Sailed. New York: Coward-McCann, 1950 I

Hoff, C.
Johnny Texas. Chicago: Follett, n. d. II

Hofsinde, Robert
Indian Games & Crafts.
New York: William Morrow, 1957 II
Indian's Secret World, The.
New York: William Morrow, 1955 II

Holbrook, Stewart
Golden Age of Railroads, The.
New York: Random House, 1960 IV

Holling, Holling C.
Tree in the Trail.
Boston: Houghton Mifflin, 1942 IV

Holt, Rackham
Mary McLeod Bethune.
Garden City, N.Y.: Doubleday, 1964 II

Hood, Flora
One Luminaria for Antonio.
New York: G. P. Putnam's Sons, 1966 II

Hornung, Clarence
Wheels Across America.
Cranbury, N. J.: A. S. Barnes & Co., 1959 V

Hughes, Langston
Dream Keeper and Other Poems, The.
New York: Alfred A. Knopf, 1932 II
Famous American Negroes.
New York: Dodd, Mead, 1954 II, V
Famous Negro Heroes of America.
New York: Dodd, Mead, 1965 II

Hughes, Langston & Meltzer, Milton
A Pictorial History of the Negro In America.
(Rev. Ed.) New York: Crown, 1966 II, III

Hunt, Mabel Leigh
Ladycake Farm.
Philadelphia, Pa.: J. B. Lippincott, 1952 II

Hurd, Edith T.
St. George's Day in Williamsburg.
Garden City, N.Y.: Doubleday, 1952 II

Hutton, Clarke
A Picture History of Canada.
New York: Franklin Watts, 1956 III

Hylander, Clarence J.
American Inventors. New York: Macmillan, 1964 V

Ingraham, Leonard
Slavery in the United States.
New York: Franklin Watts, 1968 II

Israel, Marion
Apaches, The. Chicago: Melmont, 1959 VI

Jackson, Jesse
Call Me Charley. New York: Harper & Row, 1945 II
Charley Starts from Scratch. New York: Dell,1958 II

Jackson, Shirley
Witchcraft of Salem Village, The.
New York: Random House, 1956 II

James, Harry C.
A Day in Oraibi - A Hopi Indian Village.
Chicago: Melmont, 1959 II

Janeway, Elizabeth
Early Days of Automobiles, The.
New York: Random House, 1956 V

Johnson, Gerald W.
America Grows Up. New York: William Morrow, 1960 V
America is Born: A History for Peter.
New York: William Morrow, 1959 I - III

Johnson, James E.
Irish in America, The.
Minneapolis, Minn.: Lerner, 1966 II

Johnston, Johanna
Long Ago in Colonial Days.
New York: Holt, Rinehart & Winston, 1964 II
Together in America - The Story of Two Races and One Nation. New York: Dodd, Mead, 1965 II

Judson, Clara Ingram
Green Ginger Jar, The.
Boston: Houghton Mifflin, 1949 II
Lost Violin, The. Chicago: Follett, 1958 II, V
Michael's Victory. Chicago: Follett, 1946 II
They Came from Ireland: Michael's Victory.
Chicago: Follett, 1946 II
They Came from Scotland.
Chicago: Follett, 1957 II
They Came from Sweden.
Chicago: Follett, 1957 II

Keats, Ezra
John Henry. New York: Pantheon, 1965

Kjelgaard, Jim
Coming of the Mormons, The.
New York: Random House, 1953 IV, VI
We Were There at the Oklahoma Land Run.
New York: Grosset & Dunlap, 1957 IV

Konigsburg, E. L.
Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth. New York: Atheneum, 1967 II

Krumgold, Joseph
And Now Miguel. New York: Thomas Y. Crowell, 1953 II

Kugelmass, J. Alvin
Ralph J. Bunche: Fighter for Peace.
New York: Julian Messner, 1962 II

Kunz, Virginia Brainard
Germans in America, The.
Minneapolis, Minn.: Lerner, 1966 II

Kurtis, Arlene Harris
Puerto Ricans from Island to Mainland.
New York: Julian Messner, 1969 II

Lampman, Evelyn Sibley
Half-Breed. Garden City, N.Y.: Doubleday, 1967 IV

Land, Barbara
Working South, The: The Challenge of Land, Labor, and Power. New York: Coward-McCann, 1958 V

Langdon, William C.
Everyday Things in American Life (1607-1776).
New York: Charles Scribner's Sons, 1951 II, V
Everyday Things in American Life (1776-1876).
New York: Charles Scribner's Sons, 1951

Larrick, Nancy (Ed.)
On City Streets: An Anthology of Poetry.
New York: M. Evans, 1968 V

Laschever, B. D.
Getting to Know Hawaii.
New York: Coward-McCann, 1959 VI

Latham, Jean Lee
Story of Eli Whitney, The.
New York: Harper & Row, 1962 V

Lathrop, West
Keep the Wagons Moving!
New York: Random House, 1949 IV

Lauber, Patricia
Big Dreams and Small Rockets.
New York: Thomas Y. Crowell, 1965 I
Changing the Face of North America.
New York: Coward-McCann, 1959 V
Dust Bowl - The Story of Man on the Great Plains.
New York: E. M. Hale, 1958 IV
Mississippi, Giant at Work, The.
Champaign, Ill.: Garrard, 1961 VI

Lawson, Marie A.
Pocahontas and Captain John Smith.
New York: Random House, 1950 II

Lawson, Robert
Great Wheel, The. New York: Viking Press, 1957 II

Leach, Maria
Rainbow Book of American Folk Tales and Legends.
Cleveland, Ohio: World, 1958 VI

Lenski, Lois

Cotton in My Sack. Philadelphia, Pa.: J. B. Lippincott, 1949 — V, VI

Mama Hattie's Girl. Philadelphia, Pa.: J. B. Lippincott, 1953 — II

Peanuts for Billy Ben. Philadelphia, Pa.: J. B. Lippincott, 1952 — V

Project Boy. Philadelphia, Pa.: J. B. Lippincott, 1959 — II

Puritan Adventure. Philadelphia, Pa.: J. B. Lippincott, 1944 — II

San Francisco Boy. Philadelphia, Pa.: J. B. Lippincott, 1955 — II

Shoo-Fly Girl. Philadelphia, Pa.: J. B. Lippincott, 1963 — II

We Live in the Southwest. Philadelphia, Pa.: J. B. Lippincott, 1962 — II

Lent, Henry

Men at Work in New England. New York: G. P. Putnam's Sons, 1956 — V, VI

Men at Work in The Great Lakes States. New York: G. P. Putnam's Sons, 1958 — V, VI

Men at Work in The Mid-Atlantic States. New York: G. P. Putnam's Sons, 1961 — VI

Men at Work in The South. New York: G. P. Putnam's Sons, 1957 — VI

Men at Work on The West Coast. New York: G. P. Putnam's Sons, 1959 — VI

Lewiton, Mina

Candita's Choice. New York: Harper & Row, 1959 — II

That Bad Carlos. New York: Harper & Row, 1964 — II

Lexau, Joan M.

Jose's Christmas Secret. New York: Dial Junior Books, 1963 — II

Maria. New York: Dial Press, 1964 — II

Striped Ice Cream. Philadelphia, Pa.: J. B. Lippincott, 1968 — II

Lindquist, Jennie D.

Golden Name Day, The. New York: Harper & Row, 1955 — II

Lindquist, Willis

Alaska: The Forty-Ninth State. New York: McGraw-Hill, 1959 — VI

Long, E. J.

Real Book about Our National Capitol. Garden City, N.Y.: Doubleday, 1959 — III

Lowie, R. H.

Indians of the Plains. Garden City, N.Y.: Doubleday — IV

Maginley, C. J.

Historic Models of Early America, and How to Make Them. New York: Harcourt, Brace & World, 1947 — V

Mann, Peggy

Street of Flower Boxes, The. New York: Coward-McCann, 1966 — II

Marcus, Rebecca B.

First Book of the Cliff Dwellers, The. New York: Franklin Watts, 1968 — II

Marriott, Alice

Sequoyah: Leader of the Cherokees. New York: Random House, 1956 — VI

Martin, Patricia Miles

Trina's Boxcar. Nashville, Tenn.: Abingdon Press, 1967 — II

Martini, Teri

True Book of Indians, The. Chicago: Children's Press, 1954 — II

Mason, Miriam E.

John Smith: Man of Adventure. Boston: Houghton Mifflin, 1959 — II

Mays, Willie

Born to Play Ball. As told to Charles Einstein. New York: G. P. Putnam's Sons, 1955 — II

McCabe

How Schools Aid Democracy. Westchester, Ill.: Benefic Press, 1964 — II

McCall, Edith
Cumberland Gap and Trails West.
Chicago: Children's Press, 1961 IV
Explorers in a New World.
Chicago: Children's Press, 1960 I
Steamboats to the West.
Chicago: Children's Press, 1961 IV

McCarthy, Agnes & Reddick, Lawrence
Worth Fighting For. "Zenith Books Series."
Garden City, N.Y.: Doubleday, 1965 II

McGuire, Edna
Story of American Freedom, The.
New York: Macmillan, 1967 I-V

McNeer, May
Give Me Freedom.
New York: Farrar, Straus & Giroux, 1967 II

Meadowcroft, Enid
By Wagon and Flatboat.
New York: Thomas Y. Crowell, 1938 IV
First Year, The.
New York: Thomas Y. Crowell, 1946 II

Means, Florence Crannell
Knock at the Door, Emmy.
Boston: Houghton Mifflin, 1956 II

Meigs, Cornelia
Fair Wind to Virginia. New York: Macmillan, 1964 II

Meredith, Robert & E. Brooks Smith
Coming of the Pilgrims.
Boston: Little, Brown, 1964 II

Miers, Earl
Our Fifty States.
New York: Grosset & Dunlap, 1961 VI
Story of the American Negro, The.
New York: Grosset & Dunlap, 1965 II

Moon, Grace
Chi-Wee. Garden City, N.Y.: Doubleday, 1925 II

Morris, Laverne
American Indian as Farmer, The.
Chicago: Children's Press, 1963 II

Neal, Harry Edward
Pennsylvania Colony, The.
New York: Hawthorn Books, 1967 II
Virginia Colony, The.
New York: Hawthorn Books, 1969 II

Neuberger, Richard L.
Lewis and Clark Expedition, The.
New York: Random House, 1951 IV

Newman, S. P.
Yellow Silk for May Lee.
Indianapolis, Ind.: Bobbs-Merrill, 1961 II

Noble, Iris
Oregon. "States of the Nation."
New York: Coward-McCann, 1966 VI

Nye, Russel B.
Michigan. "States of the Nation."
New York: Coward-McCann, 1966 VI

Oakes, Vanya
Willy Wong, American.
New York: Julian Messner, 1951 II

Olds, Elizabeth
Deep Treasure. Boston: Houghton Mifflin, 1958 V

Oterdahl, Jeanna
Tina and the Latchkey Child.
New York: Harcourt, Brace & World, 1963 II

Owen, Ivan & W. Toye
Picture History of Canada.
New York: Franklin Watts, 1956 II

Parish, Peggy
Let's be Early Settlers with Daniel Boone.
New York: Harper & Row, 1967 IV

Peck, Anne Merriman
Pageant of Canadian History, The.
Don Mills, Ont.: Longman's Canada, 1963 II- IV

Peckham, Betty
Tangle - Britches: A Pennsylvania Dutch Story.
New York: E. P. Dutton, 1954 II

Pedersen, Elsa
Alaska. "States of the Nation."
New York: Coward-McCann, 1968 VI

Pei, Mario
Our National Heritage.
Boston: Houghton Mifflin, 1965 II

Pellegrini, Angelo
Washington. "States of the Nation."
New York: Coward-McCann, 1967 VI

Petersham, Maud & Miska
Silver Mace, The - A Story of Williamsburg, Va.
New York: Macmillan, 1964 II

Petry, Ann
Tituba of Salem Village.
New York: Thomas Y. Crowell, 1964 II

Pine, Tillie
The Pilgrims Knew. New York: McGraw-Hill, 1957 II

Politi, Leo
Boat for Peppe, A.
New York: Charles Scribner's Sons, 1950 II
Juanita. New York: Charles Scribner's Sons,1948 II
Moy Moy. New York: Charles Scribner's Sons,1960 II
Pedro, the Angel of Olvera Street.
New York: Charles Scribner's Sons, 1946 II

Preston, Ralph C. & Tottle, J.
Geography: United States and Canada.
Boston: D. C. Heath, 1966 V, VI

Quinn, Vernon
Picture Map Geography of Canada and Alaska.
(Rev. Ed.) Philadelphia, Pa.: J.B. Lippincott,1959 VI

Rachlis, Eugene
Early Automobiles. New York: Golden Press, 1968 V

Rich, Elaine S.
Hannah Elizabeth. New York: Harper & Row, 1964 II

Rich, Louise D.
First Book of the Early Settlers, The.
New York: Franklin Watts, 1959 II

Robertson, Keith
New Jersey. "States of the Nation."
New York: Coward-McCann, 1968 VI

Robinson, Jackie & Duckett, Alfred
Breakthrough to the Big League.
New York: Harper & Row, 1965 II

Rollins, Charlemae Hill
Christmas Gift. Chicago: Follett, 1963 II
They Showed the Way: Forty American Negro Leaders.
New York: Thomas Y. Crowell, 1964 III

Ross, Frances
Land and People of Canada, The.
Philadelphia, Pa.: J. B. Lippincott, 1964 III

Ross, Nancy Wilson
Heroines of the Early West.
New York: Random House, 1960 IV

Rounds, Glen
Treeless Plains, The.
New York: Holiday House, 1967 IV

Rubicam, Harry
Men at Work in Hawaii.
New York: G. P. Putnam's Sons, 1960
Men at Work in the Great Plains States.
New York: G. P. Putnam's Sons, 1961 VI
Men at Work in The Mountain States.
New York: G. P. Putnam's Sons, 1960 VI

Russell, Solveig
From Barter to Gold.
Chicago: Rand McNally, 1961 II, V

Salomon, Julian H.
Book of Indian Crafts and Indian Lore, The.
New York: Harper & Row, 1928 II

Sasek, Miroslav
This Is Cape Kennedy.
New York: Macmillan, 1963 I

Schaefer, Jack
New Mexico. "States of the Nation."
New York: Coward-McCann, 1967 VI

Selz, Irma
Wonderful Nice!
New York: Lothrop, Lee & Shepard, 1961 II

Shapp, Martha & Charles
Let's Find Out About Thanksgiving.
New York: Franklin Watts, 1964 II

Shay, Arthur
What Happens in a Car Factory.
Chicago: Reilly & Lee, 1969 V

Shippen, Katherine B.
Andrew Carnegie and the Age of Steel.
New York: Random House, 1958 II
Leif Eriksson: First Voyager to America.
New York: Harper & Row, 1951 I
Lightfoot. New York: Viking Press, 1950 II
Miracle in Motion: The Story of America's Industry.
New York: Harper & Row, 1955 II - V
Passage to America: The Story of the Great Migrations.
New York: Harper & Row, 1950 II, V

Shotwell, Louisa R.
Roosevelt Grady. Cleveland, Ohio: World, 1963 II, VI

Singmaster, Elsie
I Heard of a River.
New York: Holt, Rinehart & Winston, nd. II

Snyder, Zilpha Keatley
Egypt Game, The. New York: Atheneum, 1967 II
Velvet Room, The. New York: Atheneum, 1965 VI

Sorenon, Virginia II
Plain Girl. New York: Harcourt, Brace & World,1955

Speare, Elizabeth G.
Life in Colonial America.
New York: Random House, 1963 II
Witch of Blackbird Pond, The.
Boston: Houghton Mifflin, 1958 II

Sperry, Armstrong
Voyages of Christopher Columbus.
New York: Random House, 1950 I

Steele, William O.
Westward Adventure: The True Stories of Six Pioneers. New York: Harcourt, Brace & World,1962 IV
Year of the Bloody Sevens, The.
New York: Harcourt, Brace & World, 1963 IV

Stefansson, Evelyn
Here is Alaska.
New York: Charles Scribner's Sons, 1959 VI

Sterling, Dorothy
Freedom Train: The Story of Harriet Tubman.
Garden City, N.Y.: Doubleday, 1954 II
Mary Jane. Garden City, N.Y.: Doubleday,1959 II

Stirling, Matthew, et. al.
Indians of the Americas.
Washington, D.C.: National Geographic, 1966 II

Stolz, Mary
Noonday Friends, The.
New York: Harper & Row, 1965 II
Wonderful, Terrible Time, A.
New York: Harper & Row, 1967 II

Stratton, Madeline
Negroes Who Helped Build America.
Boston: Ginn, 1965 II

Sutton, Felix
Getting to Know Virginia.
New York: Coward-McCann, 1969 VI
Sons of Liberty.
New York: Grosset & Dunlap, 1969 III
West Virginia. "States of the Nation."
New York: Coward-McCann, 1968 VI

Syme, Ronald
Amerigo Vespucci, Scientist and Sailor.
New York: William Morrow, 1969 I
Cartier, Finder of the St. Lawrence.
New York: William Morrow, 1958 I
Columbus, Finder of the New World.
New York: William Morrow, 1952 I
John Smith of Virginia.
New York: William Morrow, 1954 II

Syme, Ronald
Magellan, First Around the World.
New York: William Morrow, 1953 I

Talbot, Charlene Joy
Tomas Takes Charge
New York: Lothrop, Lee, & Shepard, 1966 II

Tunis, Edwin
Colonial Craftsmen and the Beginning of American Industry. Cleveland, Ohio: World, 1965 II
Colonial Living. Cleveland, Ohio: World, 1957 II
Indians. Cleveland, Ohio: World, 1959 IV

Uchida, Yoshiko
Mik and the Prowler.
New York: Harcourt, Brace & World, 1960 II
Promised Year, The.
New York: Harcourt, Brace & World, 1959 II
Tokao and Grandfather's Sword.
New York: Harcourt, Brace & World, 1958 II

Van Cleef, Eugene
Global Geography. Boston: Allyn & Bacon, 1963 I

Ver Steeg, Clarence L.
Story of Our Country, With Readings, The.
New York: Harper & Row, 1967 I - IV

Walklet, John J.
Window on Williamsburg.
New York: Holt, Rinehart & Winston, 1966 II

Walter, Mildred Pitts
Lillie of Watts: A Birthday Discovery.
San Carlos, Calif.: Golden Gate Junior Books, 1969 II

Wann, Kenneth
Our Changing Nation and Its Neighbors.
Boston: Allyn & Bacon, 1967 II

Waisberger, Bernard A. & Nevin, A.
Captains of Industry.
New York: Harper & Row, 1966 II

Wells, Robert
Wonders of Flight. New York: Dodd, Mead, 1962 I

White, Anne Terry
George Washington Carver: Story of a Great American, The. New York: Random House, 1953 II, V
St. Lawrence Seaway of North America, The.
Champaign, Ill.: Garrard, 1961 V, VI

Wibberley, Leonard
Ballad of the Pilgrim Cat, The.
New York: David McKay, 1962 II

Wier, Ester
Easy Does It. New York: Vanguard Press, 1965 II

Wilder, Laura I.
Little House on the Prairie.
New York: Harper & Row, 1953 IV

Wilkie, Katherine E.
William Penn: Friend to All.
Champaign, Ill.: Garrard, 1964 II

Yates, Elizabeth
Carolina's Courage. New York: E.P. Dutton, 1964 IV

Young, Margaret
First Book of American Negroes, The.
New York: Franklin Watts, 1966 II

Ziner, Feenie & Willison, G.F.
Pilgrims and Plymouth Colony, The. "American Heritage Junior Library." New York: Harper & Row, 1961 II

AUDIO-VISUAL MATERIALS

The motion pictures, filmstrips, and study prints, listed below are those materials referred to in the learning activities. While all materials were carefully selected, no listing can be complete, and if appropriate films, filmstrips, or study prints, are available but not listed, they should be used. The individual teacher is in the best position to determine the suitability of materials for a particular class.

The Roman numerals indicate the Unit in which the film, filmstrip, or study print is used.

"Adventures in Negro American History." New York: Pepsi-Cola Co., recording II

"Age of Discovery Series." Detroit, Mich.: Handy Organization, filmstrip I

After the War: "North Against South." New York: Modern Learning Aids, filmstrip II

American Indian Today: "The American Indian." Pleasantville, N.Y.: Warren Schloat Productions, filmstrip I

"American Negro Pathfinder Series." Los Angeles: Film Associates, filmstrips II

American Indians Before European Settlement. Chicago: Coronet Films, motion picture I

"American Pioneer Series, The" Jamaica, N.Y.: Eye Gate House, filmstrips IV

America's Gateway: "U.S. Northeast, The." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

Andrew Carnegie: "Leaders of America." Jamaica, N.Y.: Eye Gate House, filmstrip V

Before the Mayflower: "Afro-American History." Inglewood, Cal.: Social Studies School Service, AEVAC Transparancy II

Before the White Man: "Early American History." New York: McGraw-Hill Text Films, filmstrip I

Beginning of the Westward Movement. St. Paul, Minn.: 3M, Education Services, Wollensak Tape IV

Beginnings and Growth of Industrial America. Chicago: Coronet Films, motion picture IV, V

Birmingham, Industrial Center of the South. Jamaica, N.Y.: Eye Gate House, filmstrip V

Booker T. Washington: National Leader. "Separate and Unequal." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V

Boundary Lines. New York: International Film Fdn., motion picture II

Brotherhood of Man. New York: Contemporary Films, motion picture II

Building a House. "The Pilgrims at Plymouth." Cambridge, Mass.: Ealing, film loop II

Cabot. "Great Explorers Series." New York: McGraw-Hill Text Films, filmstrip I

Canada: Landform Regions. New York: McGraw-Hill (Int'l. Film Bd. of Canada), motion picture IV, VI

Canals: Towpaths West. Bloomington, Ind.: Indiana Univ., Audio-Visual Center, motion picture IV

Cattleman, The. "U.S. Great Plains, The." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

Causes of the Revolutionary War. St. Paul, Minn.: 3M, Education Services, Wollensak Tape III

Children at Home and at School. "The American Pioneer." Jamaica, N.Y.: Eye Gate House, filmstrip IV

The Central Farming Region: Food for the Nation. New York: McGraw-Hill Text Films, motion picture VI

Changing Communities: "U.S. South, The." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V, VI

Children of the Plains Indians. New York: McGraw-Hill Text Films, motion picture I

Climates of the United States. Chicago: Coronet Films, motion picture VI

Colonial New England. New York: McGraw-Hill Text Films, filmstrip II

Colonial Shipbuilding and Sea Trade. Chicago: Coronet Films, motion picture II, V

Colonial Sports and Amusement. "Life in Colonial Times." New York: McGraw-Hill Text Films, filmstrip II

Columbus. "Great Explorers Series." New York: McGraw-Hill Text Films, filmstrip I

"Conserving Our Natural Resources Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips IV

Cooking in Colonial Days. "Life in Colonial Times." New York: McGraw-Hill Text Films, filmstrip II

Cooking in Colonial Days: A Williamsburg Kitchen. Williamsburg, Va.: Colonial Williamsburg, filmstrip II

Conquering the Wilderness, "The American Pioneer." Jamaica, N.Y.: Eye Gate House, filmstrip IV

Covered Wagon Days. "How the West was Won." New York: Life Filmstrip, filmstrip IV

Colony of Massachusetts. "English Colonies." Tujunga, Calif.: Elkins Visual Text, filmstrip II

Cowboys, Homesteaders, and Outlaws. "How the West was Won." New York: Life Filmstrip, filmstrip IV

Craftsman in Colonial Virginia, The. "Life in Colonial Times." New York: McGraw-Hill Text Films, filmstrip II

Cutting Timber. "The Pilgrims at Plymouth." Cambridge, Mass.: Ealing, Film loop II

Cyrus McCormick. New York: McGraw-Hill Text Films, filmstrip IV

Daniel Boone. "Landmark Book." New York: Enrichment Teaching Materials, filmstrip IV

"Discovery and Exploration of America Series." New York: McGraw-Hill Text Films, filmstrips II

Dr. Mary McLeod Bethune. "American Negro Pathfinder." Los Angeles: Film Associates, filmstrip II

Dr. Martin Luther King, Jr. "American Negro Pathfinder." Los Angeles: Film Associates, filmstrip II

Dr. Ralph Bunche. "American Negro Pathfinder." Los Angeles: Film Associates, filmstrip II

Early American History. New York: McGraw-Hill Text Films, filmstrips I

Eli Whitney. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V

Emancipation Proclamation. "North Against South." New York: Modern Learning Aids, filmstrip II

Emergence of Industrial America. New York: McGraw-Hill Text Films, filmstrip V

English Colonies in North America. New Haven, Conn: Yale Univ. Press, filmstrip I

English Colonies in America. New Haven, Conn: Yale Univ. Press, filmstrip II

Exploring the Coast. "The Pilgrims at Plymouth." Cambridge, Mass.: Ealing, film loop II

Family Life in a Colonial Town. New York: McGraw-Hill Text Films, filmstrip II

Family Life in Winter. "The Pilgrims at Plymouth." Cambridge, Mass.: Ealing, film loop II

Far Western States, The. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

First Continental Railroad. New York: Enrichment Teaching Materials, filmstrip IV

Forest Murmers. Glendale, Cal.: Interlude Films, motion picture VI

France in the New World. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture I

France in the New World. "Discovery and Exploration of America." New York: McGraw-Hill Text Films, filmstrip II

French Explorers, The. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip I

From Africa to America. New York: McGraw-Hill Text Films, filmstrip II

General Benjamin O. Davis, Jr. "American Negro Pathfinder." Los Angeles: Film Associates, filmstrip II

Geographic Causes of Deserts. Walt Disney. Cambridge, Mass.: Ealing, film loop VI

Geography of the United States: An Introduction. Chicago: Coronet Films, motion picture VI

George Washington Carver. "Leading American Negroes." Chicago: Society for Visual Education, filmstrip V

"Great Explorers Series." New York: McGraw-Hill Text Films, filmstrips I

"Great Lakes Area Series, The." New York: McGraw-Hill Text Films, filmstrips V

Great Plains, The. New York: McGraw-Hill, (National Film Board of Canada), motion picture VI

Growing Corn. "The Pilgrims at Plymouth." Cambridge, Mass.: Ealing, film loop II

Growth of a Mining Town. "The U.S. Interior West." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

Growth of the Region, The. "The U.S. South." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V, VI

Gulf Coast Region, The: The South's Land of Opportunity. New York: McGraw-Hill Text Films, motion picture VI

Hawaii: The Island State. New York: Universal Education & Visual Arts, motion picture VI

Hawaii: U.S.A. Los Angeles: Bailey Films, motion picture VI

Henry Ford, the Man Who Put America on Wheels. Jamaica, N.Y.: Eye Gate House, filmstrip V

Historic Williamsburg. Covina, Cal.: Lowman, study print II

History of Canada. New York: Charles Scribner's Sons. filmstrip II

Household Handicrafts. "The American Pioneer." Jamaica, N.Y.: Eye Gate House, filmstrip V

"How Colonial America Began Series." New York: McGraw-Hill Text Films, filmstrips II

"How the West Was Won Series." New York: Life Filmstrip, filmstrip IV

How to Read Line Graphs. St. Paul, Minn.: 3M, Education Services, Wollensak Tape VI

How to Read Picture Graphs. St. Paul, Minn.: 3M, Education Services, Wollensak Tape VI

Indian Boy of the Southwest. Los Angeles: Film Associates, motion picture I

Indian Family of Long Ago. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture I

Jamestown and the Indians. "Jamestown - The Settlement and Its People." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

"Jamestown - The Settlement and Its People Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips II

Jamestown, Virginia. Covina, Cal.: Lowman, study print II

Journals of Lewis and Clark, The. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture IV

Kentucky: Daniel Boone's Road. St. Paul, Minn.: 3M, Education Services, Wollensak Tape IV

"Landmark Book Series" New York: Enrichment Teaching Materials, filmstrips IV

"Leading American Negroes Series" Chicago: Society for Visual Education, filmstrips V

Leif Ericson. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip I

Lewis and Clark Expedition, The. "Landmark Book." New York: Enrichment Teaching Materials, filmstrip IV

"Life in Colonial Times Series" New York: McGraw-Hill Text Films, filmstrips II

"Life in Early America Series" Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips II

Life in Early Philadelphia. "Life in Early America." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Life in Plymouth Colony. "Life in Early America." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Life in an Eskimo Village. "The Eskimos of St. Lawrence Island." Detroit, Mich.: Jam Handy Organization, filmstrip VI

Living in Early Plymouth, Massachusetts. "Living in Colonial America." Lakeland, Fla.: Imperial Films, filmstrip II

Life in Plymouth. Tujunga, Cal.: Elkins Visual Text, filmstrip II

Long Journey West: 1820. Bloomington, Ind.: Indiana Univ., Audio-Visual Center, motion picture IV

Louisiana Purchase, The." Landmark Book." New York: Enrichment Teaching Materials, filmstrips IV

Louisiana Territory, The. St. Paul, Minn.: 3M, Education Services, Wollensak Tape IV

Lost in Penn's Woods. "How Colonial America Began." New York: McGraw-Hill Text Films, filmstrip II

Magellan. "Great Explorers Series." New York: McGraw-Hill Text Films, filmstrip I

Meaning of Thanksgiving, The. "How Colonial America Began." New York: McGraw-Hill Text Films, filmstrip II

Men, Minerals, and Machines. "The Great Lakes Area." New York: McGraw-Hill Text Films, filmstrip V

Middle Colonies. "How Colonial America Began." New York: McGraw-Hill Text Films, filmstrip II

"Minorities Have Made America Great Series" Pleasantville, N.Y.: Warren Sloat Productions, filmstrips II

Mountain Storm. Walt Disney. Cambridge, Mass.: Ealing, film loop VI

Mountains. Walt Disney. Cambridge, Mass.: Ealing, film loop VI

Navigation: Tool of Discovery. Los Angeles: Stanton Films, motion picture. I

Negro Heroes from American History. Thousand Oaks, Cal.: Atlantis Productions, motion picture II

Negroes: Slavery. "Minorities Have Made America Great." Pleasantville, N.Y.: Warren Sloat Productions, filmstrip II

Norsemen, The. "Age of Discovery." Detroit, Mich.: Jam Handy Organization, filmstrip I

"North Against South Series" New York: Modern Learning Aids, filmstrips II

Old World Backgrounds. "The Pilgrims at Plymouth." Cambridge, Mass.: Ealing, film loop II

Paul Revere and the Minute Men. Landmark Book. New York: Enrichment Teaching Materials, filmstrip III

Pennsylvania. "Separate Colonies." New York: Modern Learning Aids, filmstrip II

People of Canada, The. New York: Charles Scribner's Sons, filmstrip II

"Pilgrims at Plymouth Series, The." Cambridge, Mass.: Ealing, film loops II

Pioneer Artisans. "The American Pioneer." Jamaica, N.Y.: Eye Gate House, filmstrip IV

Pioneer Home Life. "The American Pioneer." Jamaica, N.Y.: Eye Gate House, filmstrip IV

Pioneer Professions. "The American Pioneer." Jamaica, N.Y.: Eye Gate House, filmstrip IV

Plantation Life in Colonial Virginia. "Life in Colonial Times." New York: McGraw-Hill Text Films, filmstrip II

Planter Statesmen of Colonial Virginia. "Life in Colonial Times." New York: McGraw-Hill Text Films, filmstrip II

Plymouth Girl. "How Colonial America Began." New York: McGraw-Hill Text Films, filmstrip II

Powahatan's Tomboy. "How Colonial America Began." New York: McGraw-Hill Text Films, filmstrip II

Preparing Dinner. "The Pilgrims at Plymouth." Cambrige, Mass.: Ealing, film loop II

Reconstruction. "North Against South." New York: Modern Learning Aids, filmstrip II

Region of Change. "U.S. South Series, The." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips V, VI

Region of Risk, The. "U.S. Great Plains, The." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

Revolution in Agriculture. "U.S. South, The." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V, VI

Robert Fulton and the Steamboat. "Landmark Book." New York: Enrichment Teaching Materials, filmstrip IV

Saving Our Soil. "Conserving Our Natural Resources". Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip IV

"Separate Colonies Series." New York, Modern Learning Aids, filmstrips II

Settlement of Northwest Territory. St. Paul, Minn.: 3M, Education Services, Wollensak Tape IV

Sickness and Remedies. "The Pilgrims at Plymouth." Cambridge, Mass.: Ealing, film loop II

Southern Colonies. "How Colonial America Began." New York: McGraw-Hill Text Films, filmstrip II

Story of the American Indian, The. New Haven, Conn.: Yale Univ. Press, filmstrip I

Story of Christopher Columbus. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture I

Story of Iron and Steel, The. New Haven, Conn.: Yale Univ. Press, filmstrip V

Story of the St. Lawrence Freeway, The. New York: McGraw-Hill Text Films, motion picture V

Thanksgiving. "How Colonial America Began." New York: McGraw-Hill Text Films, filmstrip II

Then and Now in the Cotton Belt. "Then and Now in the U.S." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V

Then and Now in New England. "Then and Now in the U.S." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V

Then and Now in the Midwest Dairy Lands. "Then and Now in the U.S." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

Then and Now in the Old South. "Then and Now in the U.S." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

Then and Now on the Great Lakes Waterway. "Then and Now in the U.S." Chicago: EBF Encylopedia Britannica Educ. Corp., filmstrip V, VI

Then and Now in the Tennessee Valley. "Then and Now in the U.S." Chicago: EBF Encylopedia Britannica Educ. Corp., filmstrip V

Toward Statehood. "How the West was Won." New York: Life Filmstrip, filmstrip IV

Toymaker, The. New York: Aethena Films, motion picture II

Trail Blazers and Indians. "How the West was Won." New York: Life Filmstrip, filmstrip IV

Travel in Pioneer Days. "The American Pioneer." Jamaica, N.Y.: Eye Gate House, filmstrip IV

"Unfree" Laborers. "Separate Colonies Series." New York: Modern Learning Aids, filmstrip II

Urban Sprawl. Pasadena, Calif.: Arthur Barr Productions, motion picture V

"U.S. Interior West Series, The." Chicago, EBF Encyclopedia Britannica Educ. Corp., filmstrips VI

"U.S. Northeast Series, The." Chicago, EBF Enclyclopedia Britannica Educ. Corp., filmstrips VI

"U.S. South Series, The." Chicago, EBF Encyclopedia Britannica Educ. Corp., filmstrips V, VI

"U.S. Great Plains Series, The." Chicago EBF Encyclopedia Britannica Educ. Corp., filmstrips VI

Voyage of the Mayflower, The. "The Pilgrims at Plymouth." Cambridge, Mass.: Ealing, film loop II

Washington and Jefferson Emerge as Leaders. St. Paul, Minn.: 3M, Education Services, Wollensak Tape III

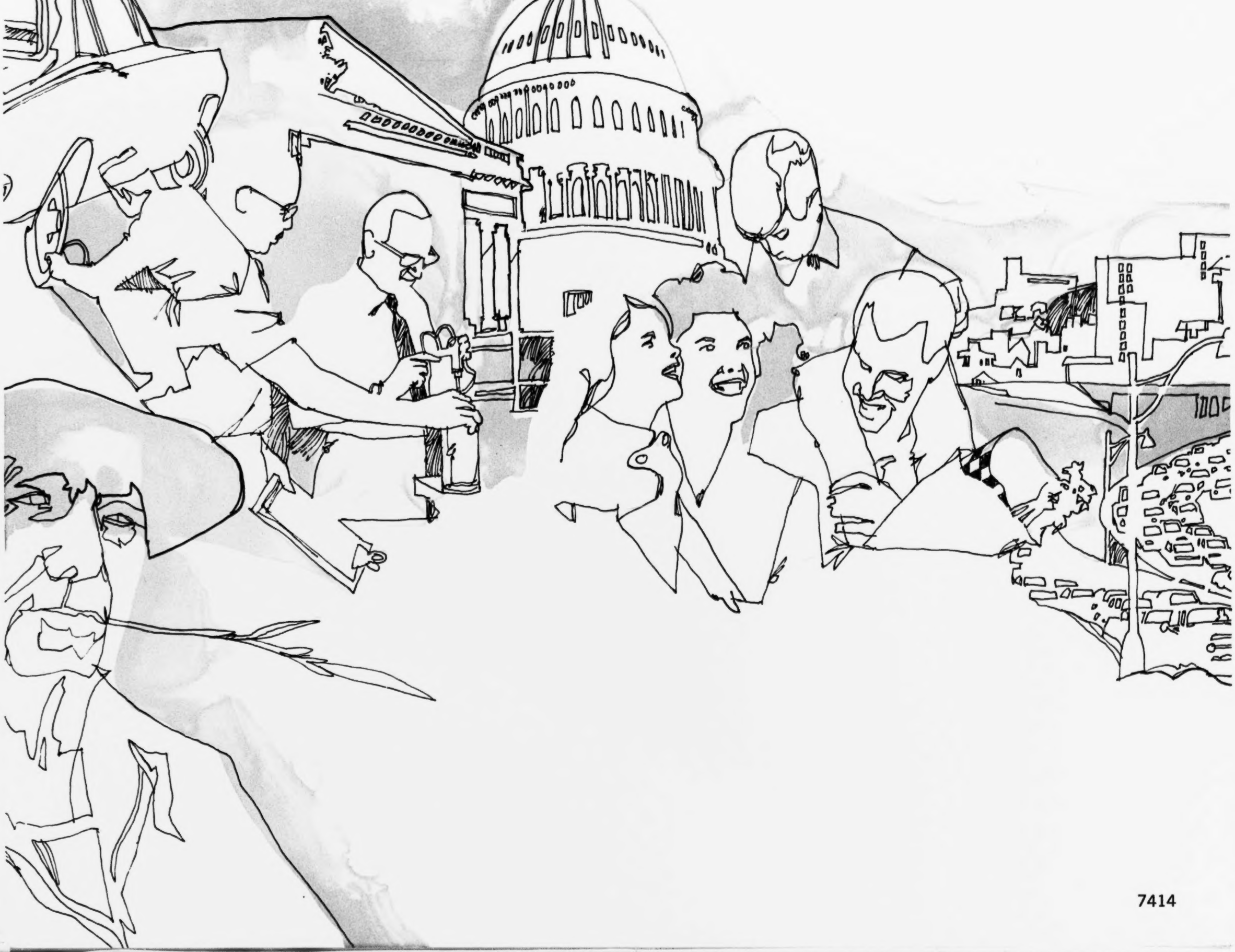
Wealth in Oil. "U.S. Great Plains, The." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

Westward Movement, The. Part I: Settlers of Old Northwest Territory. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture IV

Westward Movement, The. Part II: Settlement of the Mississippi Valley. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture IV

Westward Movement, The. Part III: Settling of the Great Plains. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture IV

Wheat Farmer, The. "U.S. Great Plains, The." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip VI

Winter at Valley Forge, The. "Landmark Book." New York: Enrichment Teaching Materials, filmstrip IV

Why the New World Was Explored. Los Angeles: Film Associates, motion picture I